

PALAU PYS 2020-2023

CONTENTS

Palau PYs 2020-2023	1
I. WIOA State Plan Type and Executive Summary	3
a. WIOA State Plan Type	3
b. Plan Introduction or Executive Summary	3
II. Strategic Elements	4
a. Economic, Workforce, and Workforce Development Activities Analysis	4
b. State Strategic Vision and Goals	21
c. State Strategy	28
III. Operational Planning Elements	31
a. State Strategy Implementation	31
b. State Operating Systems and Policies	47
IV. Coordination with State Plan Programs	64
V. Common Assurances (For All Core Programs)	64
VI. Program-Specific Requirements for Core Programs	66
Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B	66
Program-Specific Requirements for Wagner-Peyser Program (Employment Services)	95
Program-specific Requirements for Adult Education and Family Literacy Act Programs	98
Program-Specific Requirements for Vocational Rehabilitation (Combined or General)	109
VII. Program-Specific Requirements for Combined State Plan Partner Programs	122
Performance Indicator Appendix	122
All WIOA Core Programs	122
Additional Indicators of Performance	123
Other Appendices	123

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

This is a unified plan

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

Palau is a single state workforce area and the President of the Republic of Palau, as the chief elected official, restructured its State Workforce Development Board (State Board) in June of 2015 to include all community stakeholders from the private and public sector of the Republic. He increased the number of members in the Executive Committee from the State Board to act as State Board Liaison/Local Board and the WIOA Adult, Youth, and Dislocated Worker Grant Sub-recipient. The State Board during its first meeting in July of 2015, selected members to become the Youth Committee to review potential providers of youth activities; conduct oversight and other relevant youth activities under the workforce system.

Palau is very much committed to improving, aligning and integrating workforce delivery systems under Combined State Plan guidelines. The Executive Committee which consists of a majority of private business executives shall perform their specific roles and responsibilities working directly with the WIOA Office Director to further develop and enhance existing demand-driven workforce system and strengthened partnership with education and economic sectors for integration and collaboration of workforce activities. The Board developed its agenda of further development and improvement of the workforce system to strengthen the achievements of workforce, education, business and economic development.

As a single state workforce area, Palau has been operating its workforce investment system on a collaborative partnership with education and the business community toward a better developed, improved, and sustainable economy.

This Combined State Plan development process highlights the following strategies:

- Increase access to and opportunities for the employment, education, training, and support services to individuals, and in particular, those with barriers to employment and need to succeed in the labor market;
- Align workforce investment, education, and economic development systems in support of a comprehensive, accessible, accountable, and high-quality workforce development system;
- Improve the quality and labor market relevance of workforce investment, education, and economic development efforts;
- Promote improvement in the structure and delivery of services;
- Increase the prosperity of workers and employers, the economic growth of communities, regions and the global competitiveness of the nation;
- Provide innovative workforce investment activities, through integrated workforce development systems, that increase employment, retention, and earnings of participants and that increase postsecondary credential attainment and, as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity and competitiveness of the nation;
- Measure effectiveness, improve transparency, and support informed consumer choice through performance reporting, evaluation, and data systems that support these activities; and

Shall further:

- Create awareness and a sense of urgency around the importance of workforce and economic development that will inform and motivate state and local policy makers, business, education and political leaders about the critical nature of addressing workforce, education, and economic development challenges.

- Build and align a demand-driven system that clearly reflects the employment needs of the industry clusters strengthen partnership aligned to business needs, and to enhance the comprehensive workforce information system.

- Identify and eliminate barriers that inhibit workers from getting the education and training needed to be employable, and employers getting the quantity and quality of the workforce needed.

- Develop systems to measure and report the quantitative and qualitative workforce system impact on local and regional economies and individuals.

- Ensure continuous improvement toward a demand-driven workforce system.

The State Board's Executive Committee and the Youth Committee undertook a comprehensive planning initiative to set a new strategic direction for the Board to build a highly competitive workforce in Palau.

Formal agreements have been developed and signed by all workforce partnership with the WIOA Office and the State Board that include Palau Community College, the Ministry of Education, Ministry of Health, the Chamber of Commerce, and the Belau Employers and Education Association. The agreements set forth collaborative services offered by each partner agency to all workforce customers.

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

The private sector remains the primary employer employing 7,704 workers (<http://palaugov.pw/rop-statistical-yearbook/>). Although this number has surpassed the public sector, the higher wages and benefits within the public sector remains a great attraction for the emerging local labor force. Tourism continues to be Palau's leading private sector income source, with more potential for further growth. Statistical records taken from the Bureau of Immigration, Ministry of Justice and Bureau of Planning, Ministry of Finance, shows an increased trend of tourism. In Year 2015 from January through December, Palau increased tourist number to 160,370. In January of 2016, there were 14,183 visitors, representing slight increase of approximately 2 percent. For Year 2017, there was a slight decrease of tourist number to 122,566, and for Year 2018, further decrease to 106,309. For the past four straight years, tourism for Palau has hovered over the 100,000 mark. Comparison of November 2019 tourist arrival to November of 2018, the number increased by 2,077 from 5,906 to 7,983. (Statistics taken from Palau Visitor's Authority).

Employment statistics of 2018 shows total Palauans employed at 5,699 and non-Palauans at 6,227. The total average wage and salary levels increased by 2.1 percent from \$11,124 in FY 2017 to \$11,365 in FY 2018. The outlook for Palau's economy for FY 2019 and over the medium terms is positive in that the economy is projected to grow by 3 percent in FY 2019. Increased construction and tourism activities are anticipated to be the main drivers of growth in FY 2019 and FY 2020.

2Palau's economy expanded by 10.6% in financial year (FY) 2015) and although tourism arrivals dropped down to approximately 22,000, Palau's economy still grew in 2016 by 1.6% driven by expanded construction activities and sustained consumer spending from wage

increases. This reflects links between tourism growth and related industries such as communications, wholesale and retail trade, and financial intermediation. A second of two planned hikes in the tobacco tax rate was implemented in January of 2015 and helped nudge inflation to an average annual rate of 4.1% in the first half of FY2015. Prices rose despite the appreciation of the US dollar and consequent reduction in international commodity prices and import costs. Inflation in the third quarter of FY2015 dropped, however, to 0.4% as household costs and transport fell sharply.

Statistics taken from the Bureau of Budget & Planning, Ministry of Finance, for quarter ending September 30, 2019, shows that total BGRT collected this quarter decreased by 5.9% compared to the same quarter of 2017. Mining and quarrying and Construction industries both showed increases of 14.4% and 6.5%, respectively, likely due to the construction of various commercial, residential and other infrastructure projects. Tourism related industries such as Transportation and storage, Accommodation and food service activities, and Administrative and support service activities all showed a decline this quarter. These decreases were likely driven by the decline in visitor arrivals. Other industries include electricity, gas, steam and air conditioning supply, Information and communication, Human health and social work activities, Arts, entertainment and recreation, Other service activities, Activities of household as employers, undifferentiated goods- and services-producing activities of households for own use and Activities of extraterritorial organizations and bodies. For all the positive industries, Other service activities experienced the greatest percentage increase of 19.5 percent. Wholesale and retail trade, as the largest industry, declined by 6.9%.

For December 2019 Quarterly Key Points, all groups showed an increase of 0.9% over the last quarter. Groups that showed increases were Transport group at 3.4%, Food & non-alcoholic beverages group at 1.6%, and Clothing & Footwear group at 0.7%. Items contributing to these increases includes the price change on fuels, meat, bread, and men's clothing. The only group that saw a significant decrease was Miscellaneous goods & service group at -1.3%. Item that contributed to the decline includes products for personal care. The remaining groups saw little or no change this quarter. Overall, prices remained constant with last quarter in respect to their respective weights in the CPI basket.

The annual increase of 0.6% for the last 12 months was largely driven by Restaurants & Hotels group at 4.6%. Transport at 1.3%, Clothing & Footwear group at 1.2% and Food & non-alcoholic beverages group at 1.2%, respectively.

Palau President Tommy E. Remengesau, Jr., in his April 2019 State of the Republic Address Stated that the Year 2019 adopts the theme of 'Innovative Learning and Excellence'. To meet new challenges within limited resources, Palau must think outside the box -- consider the nation's special circumstances -- and develop appropriate medium and long-term plans for continued development. And in all of the plans, the nation must strengthen and broaden the number and nature of its partnerships to fit the new reality. Through strong and creative planning, along with enhanced partnerships, will the nation be able to develop the innovative financing options that will be the foundation for sustained growth. In order to implement these innovative options, there will be a need to continue to improve the capacity of the people and government to access and implement these financial opportunities with the strengthened partnerships.

None of these development goals and partnerships will find success without broad-based cooperation between national, state, community and traditional leadership. This will require continued dialogue and planning and, most of all, a shared understanding that only together will we find success in moving Palau towards its modern future for all of our children.

Palau has a Medium-Term Strategy for Sustainable Economic Development that is ready for implementation. This strategy have both a practical and an innovative map to help guide decision makers in their effort to ensure the country's economic future. The guiding themes of this Strategy are simple. Palauans must:

Ensure Palau's long-term fiscal sustainability;

Maximize the use of economic resources;

Encourage the generation of savings and the use of such savings for investment for growth;

Encourage the fair and equitable distribution of resources amongst all of the people of Palau;
and

Focus on the investment in infrastructure and the improvement of our regulatory environment.

There are five primary components that this Strategy brings to future planning effort.

1. The first component is to create a debt management framework to ensure that expenditures do not go beyond the nation's resources.

2. The second is to modernize tax structure.

3. The third is to change the way Palau pay for infrastructure to meet its expanding infrastructure needs. To meet these needs, there must be ways to:

Establish an infrastructure reserve fund dedicated to capital projects and funded by domestic revenues;

Pursue Public Private Partnerships within a comprehensive framework for their evaluation;

Expand Palau's general reserve fund to permit application of excess funds to capital investment that will help build the economy; and

Work to fund all of operational costs out of domestic revenues so that all other outside grants can go to infrastructure and project capitalization.

4. The fourth component involves immediately responding to critical areas of fiscal policy, including:

Modernizing State Owned Enterprise Policy to ensure that they are self-financing and take into account community service obligations;

Ensuring that Palau's COFA Trust Fund remains a perpetual fund that provides a constant flow of revenues to the government; and

Fixing Palau's Civil Service Pension Fund to ensure long-term fiscal sustainability.

Palau received Top Honors as the World's Most Sustainable Destination of 2018 – The Earth Award – at the ITB Berlin, the World's Largest Travel Tourism Trade Fair.

In addition, Palau received numerous other awards in the largest marine diving fair in Japan for 2019, including:

The Best Overseas Diving Destination – 1st Place; The Best Dreaming Area – 2nd Place; The Best Beach – 8th Place; The Best Hotel for Divers, Palau Pacific Resort – 1st Place; The Best Live Aboard, Palau Sport – 2nd Place; The Favorite Dive Operator Overseas, Day Dream Palau – 3rd Place; Aqua Magic Palau – 4th Place; Blue Marlin – 6th Place; and Cruise Control Palau; – 9th Place.

In applying innovation to our future planning, Palau must put *People First Through Conservation*. To accomplish this by we start by inserting conservation into all of planning processes. In addition to moving towards PPPs to provide clean renewable energy for the island and clean transportation through the construction of sustainable sea vessels, there must be continuation of strengthening Palau National Marine Sanctuary. In 2018, Palau implemented the Pristine Palau Environmental Fee and have greatly expanded revenues to support Its Ocean ever since.

Palau also had the official handover ceremony for the \$70 million donation package from the Nippon Foundation and the Sasakawa Peace Foundation. The PNMS Office moved to its new offices space located at the old Marine Law Enforcement Building, which was renovated through these Japanese funds. In line with the concept of utilizing Public Private Partnerships, Palau have also signed an agreement with Vulcan Inc., to conduct surveillance in Palau's Exclusive Economic Zone, initially without charge.

Total Palauans employed in 2018 was 5,699 and non-Palauans 6,227. Total average wage and salary levels increased by 2.1 percent from \$11,125 in FY2017 to \$11,365 in FY2018. The average wage and salary level for Palauans is \$13,826 and \$9,107 for non-Palauans. Gender wise, the total average wage and salary level for females is \$11,722 and \$11,118 for males. (Source: Palau President Remengesau, Jr.'s April 2019 State of the Republic Address).

(Updated 2018 ROP Statistical Yearbook) at (www.palau.gov.pw/rop-statistical-yearbook/) FY 2018 - number of workers, paid and full time, by industry at a total of 11,896. The top eight employment by industry ranks as follows: Public administration and defense, compulsory social security tops at 3,230; Accommodation and food service activities is second at 1,846; Wholesale and retail trade; repair of motor vehicles and motorcycles third at 1,720; Construction at 1,054; Transportation and Storage at 745; Activities of households as employers, undifferentiated goods and services-producing activities of households for own use at 668; Administrative and support service activities at 429; and Education at 411 (Table 4.6c). From the total labor force, foreign workers numbers at 7,302 (Table 4.11c). Our labor market analysis indicates we face dual and crucial problems: the likelihood of chronic and growing shortages of workers and a prospect of too few workers possessing the skills employers are and will be demanding.

Employment statistics taken from the 2015 Census of Population and Housing conducted by the U.S. Bureau of Census shows total labor force of Palau at 13,823. Those who are in the labor force at 10,699 or 77.4%; Not in Labor Force 3,124 or 22.6%; Employed at 8,859 or 82.8%; Unemployed at 182 or 1.7%.

Palau Population Forecast (source:www.Worldmeters.info) shows population of 2020 at 18,094, yearly change of 86 or 0.48%. The yearly population growth rate charts plots the annual percentage changes in population registered on July 1 of each year, from 1951 to 2019. The value can differ from the Yearly % Change shown in the historical table, which shows the last year equivalent percentage change assuming homogeneous change in the preceding five year period.

Taking into account the six occupations identified in the 2015 Palau Census, the five priority areas of infrastructure development and requirements continue to show that Palau needs to have a strong and demand-driven workforce and education systems. These combined systems will be able to provide needed employment skills and academic skills training for the emerging labor force population and human resources of the Republic. The Palau workforce requires a worker who excels at solving problems, thinking critically, working in teams, and constantly learning on the job.

FY2019. Increased construction and tourism activities are anticipated to be the main drivers of growth in FY2019 and FY2020. Construction is expected to perform strongly due to continued construction and improvements to new and existing visitor accommodations, various public projects, and continued road construction. Tourism is also expected to regain its momentum from increased marketing of the *Pristine, Paradise. Palau* brand. Increased employment and wage gains including retirement benefit payments will sustain consumer spending and contribute to expanded growth prospects.

In his 2019 State of the Republic Address, President Remengesau, Jr., outlined a number of major infrastructure projects scheduled for construction or already under construction in 2019, at a cost of approximately \$137 Million. They are:

The Palau International Airport (PIA)	\$ 28.0 Million
The Koror-Airai Sewer	28.0 Million
The Rural Housing Development	15.0 Million
The New Babeldaob Central Landfill	15.0 Million
The Koror-Airai Road Rehabilitation	13.0 Million
Babeldaob State-Compact Rd. Connections	6.0 Million
The One-Stop Shop	4.0 Million
The New Corrections Facility	3.0 Million
The Angaur State Port Facilities Improvement	3.0 Million
The National Conference Center	3.0 Million

The construction sector needs heavy equipment operators, electricians, welders, skilled laborers, mechanics, carpenters, plumbers, pipefitters, and truck drivers.

EDUCATION

Education will continue to be an integral part in developing the Palau Workforce. The Ministry of Education's School-to-Work System is a Lifelong Learning System that begins from K-12. Transformation from academics to career began in 2000 (Education Master Plan of 2000). Through continuous strong partnership and collaborative efforts among the workforce and education partners, the Palau Public School System under the Ministry of Education partners with Chamber of Commerce (COC), the State Workforce Development Board (SWDB), the Belau Educators and Employers Alliance (BEEA), and the Palau Community College to conduct the career academics and practicum starting at 9th grade throughout 12th grade, integrated and updated in Education Master Plan.

The Career Academies are:

1. Engineering/Industrial cluster includes the engineering, industrial automotive, small engine and outboard motor, electricity, surveying, electronics, communication technologies, etc. The basic math skills, communications, and interpersonal skills required in these areas are common to all. The machinery and devised used in these fields require knowledge of electrical principles, hydraulic and pneumatic principles, thermal, and optical systems.
2. Business/Information Systems cluster includes occupations/jobs such as secretarial services, clerical services, accounting/bookkeeping, business management, data processing and other areas related to the processing of information and data. The math skills in these areas focus more on information analysis and processing. These areas require similar skills in organizational dynamics focusing on human behavior and knowledge of group behavior and team processes.
3. Health/Human Services cluster includes services such as nursing, child and elder care, food & hospitality services, social services, etc. The cluster meets a common need for the development of courses that will enhance interpersonal skills and knowledge required in dealing with human behavior and knowledge of group behavior and team processes.
4. Arts/Humanities cluster focuses on occupations in such areas such as journalism, creative arts and crafts including Palauan arts/crafts, public services, and other related services such as police officers, teachers, etc. This cluster requires less depth in specialized mathematics, technology, and science, but more on broad exposure to creative, humanistic, and societal concerns.
5. Natural Resources cluster focuses on occupations in the field of Agriculture, Forestry, Marine Science, and career

related to our natural resources, etc. This cluster requires knowledge in sciences and technology.

Employers—through ongoing informal conversations and several formal business-specific and general employer surveys—report they are unable to hire locals because of existing skilled workers shortages. Quantifiable need has been identified for nurses and allied health workers, engineers, mechanics, and machinists. And again, employer interviews also reveal anecdotal but passionate urging to strengthen the skill sets of entry level positions.

Further, the skill expectations in Palau's key industries (business services, construction, energy and energy efficiency, and healthcare) are increasing, and we face a gap that must be bridged. Palau employers are looking for workers who bring substantial knowledge and skills to their work, along with a desire to keep learning while working. They're looking for workers who have strong basic skills - math, science, reading, computing - along with the ability to work effectively in teams, who can write clearly, and can analyze and synthesize well. In addition, a range of skills and knowledge that are specific to a given industry and a particular occupation are expected as well.

A crucial reality is now very clear: a high school diploma is essential, and yet is insufficient to ensure that someone is ready for employment in a good job. Every Palauan needs at least a high school diploma or equivalent to succeed, and, in reality, will need skills and educational attainment that go beyond high school graduation.

The President of Palau as chief-elected-official and his State Board members comprised of a majority of community and business stakeholders, shall continue to work together to ensure that the Republic has a workforce that provides competitive advantages to its local businesses leading to job creations, higher wages, enhanced customer information data, procedures, career paths and earnings. The State Board has always and will continue to focus on workforce issues that matter to the community. Palau's strong and business-led State Board can ensure that its workforce investment system will remain relevant by:

- Becoming increasingly demand driven and to
- Aligning economic and workforce strategies
- Expanding cross-functional competencies and skill sets that are needed on the job
- Aligning training with the area's talent development strategies
- Developing and using economic data and skills information to make informed decisions
- Eliminating duplicative administrative costs and services
- Enhancing service integration through established agreements with workforce partners, and
- Partnering to eliminate silos and further reduce duplication
- Effectively leverage resources
- System-wide resource management
- Improve connections
- Target youth program investments to those most in need
- Continuing to improve workforce information systems
- Improve and simplify performance accountability across programs

(B) Strength and Weaknesses of Workforce Activities

Based on the labor market information and economic analysis stated in Section II of this Plan, Palau can solve its shortages of educated and skilled workers by strengthening the career pathway toward development of future human resources and upgrade current workers' skills to enjoy increasing prosperity. But if we fail to solve these dual shortages, our future will be:

- Fewer Palauans with the required education and skills to fill our industry needs;
- Stunted economic growth that inhibits our citizens from gaining wealth and acquiring the assets needed to function in a volatile labor market; and,
- A significant competitive disadvantage against other nations that have transformed themselves into agile communities, ready to adapt to ongoing change.

The following career pathway that has been in place for Palau through education and workforce system is:

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers: • Fulfills employers needs • Includes high schools, career centers, community and technical colleges, four-year universities. • Integrates with academics in a rigorous and relevant curriculum • Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.

- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills
2. Link CTE at secondary level and postsecondary levels (Program of Study)
3. Provides students strong experience in and understanding of “all aspects of industry” (work-based learning experience)
4. Develop, improve, and expand use of technology
5. Professional development activities for teachers and faculty
6. Evaluation of CTE Programs to see how needs of special populations are met
7. Improve and modernize CTE programs
8. Provides sufficient size, scope, and quality programs
9. Prepare special population for high skill, high wage, or high demand occupations

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety during the day. By improving the education and skill levels of individual Palauans, the program enhance the competitiveness of state’s workforce and economy. Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to: • gain employment or better their current employment; • obtain a high school equivalency diploma by passing the state approved assessment; • attain skills necessary to enter postsecondary education and training; • exit public welfare and become self-sufficient; • learn to speak, to read, and to write the English language; • master basic academic skills to help their children succeed in school; • become U.S. citizens and participate in a democratic society; • gain self-esteem, personal confidence, and a sense of personal and civic responsibility. • Eligibility for enrollment includes persons that are at least 18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006-2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or 3) are unable to speak, read, or write the English language.

(C) State Workforce Development Capacity

Successful career and technical education in Palau requires strong partnership between local educators and employers. Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non-Profit Organization July 2002 • Consists of 125 registered members - Employers (Private, NGO, Public Sectors) - Educators/Teachers (Individuals)

- Identify skills needed in workplace
- Connect school-based learning to work-based skills
- Host students in Work-Based Activities
- Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration opportunities for students. • Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

Palau Community College(www.palau.edu)

In order for Palau to meet labor demands for businesses and entrepreneurs to grow and prosper, and for Palau citizens to maintain higher pay occupations and successfully moving forward requires a postsecondary degree or credential.

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9-22) that became law in April of 2014 to address this predicament. On December 11, 2019, President Remengesau signed into law RPPL 10-32 that amended RPPL 9-22 to include developing strong vocational skills program on professional technical skills for information technology, tourism and hospitality, and other related fields. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College (PCC) to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9-22 revised in RPPL 10-34 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post-secondary education or find a job with entry-level skills.

The program combines academic, life-skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

GENERAL COURSES (Both Tracks)

• English I • English II • Consumer Economics • Algebra I • Health • General Science • Computer Literacy • Community Resources • Government & Law • Occupational Knowledge

Track I: VOCATIONAL

• Career Skills Training (500 hrs.) • On-the-job Experience

Track II: COLLEGE PREPARATION

• English III • Geometry • Biology • College Preparation

TUTORING SERVICES

Tutoring services is offered to students to ensure success in the academic areas. Efforts are made to provide services and help those students who have been away from the school environment for a number of years to assist them with program courses.

PROGRAM LENGTH

The courses offer competency-based modules allowing students to work at their own pace. Students are pre-tested for placement of appropriate level.

The program courses are offered so as to accommodate the schedule and level needs of students, however, they must take and pass each level before continuing on to the next. Depending on the schedule of classes, the program may take up to three or four years to complete the program.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002-2016.

The mission statement of the program is “to increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection
- Assistance in preparing for college entrance examination
- Assistance in completing college admission and financial aid applications
- Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent
- Personal and career counseling
- Tutorial services
- Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth
- Workshops for students and parents
- Rigorous Curriculum
- College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land-Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi-Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short-term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

- Equipment maintenance • Facility maintenance • Road maintenance • Water/wastewater operation and maintenance • Management/supervision • Computer software training • Workplace literacy • CIP inspection

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

1. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training.
2. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health (MOH).
3. Access to relevant training via the Ministry of Health College of Health
4. Data on identified future Health Workforce skills and staffing shortages
5. Details of the new MOH mechanism for measuring and improving performance

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

(2) Workforce Development and Training Activities Analysis

(A) Workforce Development Activities

Education will continue to be an integral part in developing the Palau Workforce. Based on the 2015 Palau Census, People of Palau aged 25 and over with educational attainment are at 11,637; those who have attained 4 years of high school/graduate/vocational degree are at 5,176. However, as a nation, Palau has increased post-secondary educational attainment levels since the 2005 Census. Associated college-occupational - 759; Associated college - academic - 1,016; Bachelor's degree - 1,230; and professional degree - 415 for a total of 3,420. Having attained the educational levels however still require qualified and skilled workers and the President of Palau, the National Congress, and the State Workforce Development Board are collaborating as a nation to increase skills training for the ever-increasing human resource need of the island nation.

Employers—through ongoing informal conversations and several formal business-specific and general employer surveys—report they are unable to hire locals because of existing skilled workers shortages. Quantifiable need has been identified for nurses and allied health workers, engineers, mechanics, and machinists. And again, employer interviews also reveal anecdotal but passionate urging to strengthen the skill sets of entry level positions.

Further, the skill expectations in Palau's key industries (business services, construction, energy and energy efficiency, and healthcare) are increasing, and we face a gap that must be bridged. Palau employers are looking for workers who bring substantial knowledge and skills to their work, along with a desire to keep learning while working. They're looking for workers who have strong basic skills - math, science, reading, computing - along with the ability to work effectively in teams, who can write clearly, and can analyze and synthesize well. In addition, a range of skills and knowledge that are specific to a given industry and a particular occupation are expected as well.

A crucial reality is now very clear: a high school diploma is essential, and yet is insufficient to ensure that someone is ready for employment in a good job. Every Palauan needs at least a high school diploma or equivalent to succeed, and, in reality, will need skills and educational attainment that go beyond high school graduation.

The President of Palau as chief-elected-official and his State Board members comprised of a majority of community and business stakeholders, shall continue to work together to ensure that the Republic has a workforce that provides competitive advantages to its local businesses leading to job creations, higher wages, enhanced customer information data, procedures, career paths and earnings. The State Board has always and will continue to focus on workforce issues that matter to the community. Palau's strong and business-led State Board can ensure that its workforce investment system will remain relevant by:

- Becoming increasingly demand driven and to
- Aligning economic and workforce strategies
- Expanding cross-functional competencies and skill sets that are needed on the job
- Aligning training with the area's talent development strategies
- Developing and using economic data and skills information to make informed decisions
- Eliminating duplicative administrative costs and services
- Enhancing service integration through established agreements with workforce partners, and
- Partnering to eliminate silos and further reduce duplication
- Effectively leverage resources
- System-wide resource management
- Improve connections
- Target youth program investments to those most in need
- Continuing to improve workforce information systems
- Improve and simplify performance accountability across programs

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

(B) Strength and Weaknesses of Workforce Activities

Based on the labor market information and economic analysis stated in Section II of this Plan, Palau can solve its shortages of educated and skilled workers by strengthening the career pathway toward development of future human resources and upgrade current workers' skills to enjoy increasing prosperity. But if we fail to solve these dual shortages, our future will be:

- Fewer Palauans with the required education and skills to fill our industry needs;
- Stunted economic growth that inhibits our citizens from gaining wealth and acquiring the assets needed to function in a volatile labor market; and,
- A significant competitive disadvantage against other nations that have transformed themselves into agile communities, ready to adapt to ongoing change.

The following career pathway that has been in place for Palau through education and workforce system is:

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers:
- Fulfills employers needs
- Includes high schools, career centers, community and technical colleges, four year universities.
- Integrates with academics in a rigorous and relevant curriculum
- Features high school, postsecondary, and

industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.

- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills
2. Link CTE at secondary level and postsecondary levels (Program of Study)
3. Provides students strong experience in and understanding of “all aspects of industry” (work-based learning experience)
4. Develop, improve, and expand use of technology
5. Professional development activities for teachers and faculty
6. Evaluation of CTE Programs to see how needs of special populations are met
7. Improve and modernize CTE programs
8. Provides sufficient size, scope, and quality programs
9. Prepare special population for high skill, high wage, or high demand occupations

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety during the day. By improving the education and skill levels of individual Palauans, the program enhances the competitiveness of state’s workforce and economy. Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to: • gain employment or better their current employment; • obtain a high school equivalency diploma by passing the state approved assessment; • attain skills necessary to enter postsecondary education and training; • exit public welfare and become self-sufficient; • learn to speak, to read, and to write the English language; • master basic academic skills to help their children succeed in school; • become U.S. citizens and participate in a democratic society; • gain self-esteem, personal confidence, and a sense of personal and civic responsibility. • Eligibility for enrollment includes persons that are at least 18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006-2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or 3) are unable to speak, read, or write the English language.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

(B) Strength and Weaknesses of Workforce Activities

Based on the labor market information and economic analysis stated in Section II of this Plan, Palau can solve its shortages of educated and skilled workers by strengthening the career

pathway toward development of future human resources and upgrade current workers' skills to enjoy increasing prosperity. But if we fail to solve these dual shortages, our future will be:

- Fewer Palauans with the required education and skills to fill our industry needs;
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The following career pathway that has been in place for Palau through education and workforce system is:

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers:
- Fulfills employers needs
- Includes high schools, career centers, community and technical colleges, four year universities.
- Integrates with academics in a rigorous and relevant curriculum
- Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees
- Prepares students for a range of career options
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- Nine required activities (components)

1. Strengthen academic and vocational skills 2. Link CTE at secondary level and postsecondary levels (Program of Study) 3. Provides students strong experience in and understanding of "all aspects of industry" (work-based learning experience) 4. Develop, improve, and expand use of technology 5. Professional development activities for teachers and faculty 6. Evaluation of CTE Programs to see how needs of special populations are met 7. Improve and modernize CTE programs 8. Provides sufficient size, scope, and quality programs 9. Prepare special population for high skill, high wage, or high demand occupations

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety during the day. By improving the education and skill levels of individual Palauans, the program enhance the competitiveness of state's workforce and economy. Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to:

- gain employment or better their current employment;
- obtain a high school equivalency diploma by passing the state approved assessment;
- attain skills necessary to enter postsecondary education and training;
- exit public welfare and become self-sufficient;
- learn to speak, to read, and to write the English language;
- master basic academic skills to help their children succeed in school;
- become U.S. citizens and participate in a democratic society;
- gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

• Eligibility for enrollment includes persons that are at least

18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006-2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or 3) are unable to speak, read, or write the English language.

(C) State Workforce Development Capacity

Successful career and technical education in Palau require strong partnership between local educators and employers. Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non-Profit Organization July 2002 • Consists of 125 registered members - Employers (Private, NGO, Public Sectors) - Educators/Teachers (Individuals)

- Identify skills needed in workplace
- Connect school-based learning to work-based skills
- Host students in Work-Based Activities
- Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration opportunities for students. • Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

Palau Community College(www.palau.edu)

In order for Palau to meet labor demands for businesses and entrepreneurs to grow and prosper, and for Palau citizens to maintain higher pay occupations and successfully moving forward requires a postsecondary degree or credential.

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9-22 recently amended in RPPL 10-32 on December 11, 2019, to include internet technology, tourism and hospitality, and related fields) that became law in April of 2014 to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9-22 and RPPL 10-32 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from

Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post-secondary education or find a job with entry-level skills.

The program combines academic, life-skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

GENERAL COURSES (Both Tracks)

• English I • English II • Consumer Economics • Algebra I • Health • General Science • Computer Literacy • Community Resources • Government & Law • Occupational Knowledge

Track I: VOCATIONAL

• Career Skills Training (500 hrs.) • On-the-job Experience

Track II: COLLEGE PREPARATION

- English III • Geometry • Biology • College Preparation

TUTORING SERVICES

Tutoring services is offered to students to ensure success in the academic areas. Efforts are made to provide services and help those students who have been away from the school environment for a number of years to assist them with program courses.

PROGRAM LENGTH

The courses offer competency-based modules allowing students to work at their own pace. Students are pre-tested for placement of appropriate level.

The program courses are offered so as to accommodate the schedule and level needs of students, however, they must take and pass each level before continuing on to the next. Depending on the schedule of classes, the program may take up to three or four years to complete the program.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002-2016.

The mission statement of the program is “to increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection • Assistance in preparing for college entrance examination • Assistance in completing college admission and financial aid applications • Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent • Personal and career counseling • Tutorial services • Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth • Workshops for students and parents • Rigorous Curriculum • College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students.

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1. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training.
2. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health.
3. Access to relevant training via the Ministry of Health College of Health
4. Data on identified future Health Workforce skills and staffing shortages
5. Details of the new MOH mechanism for measuring and improving performance

B. STATE STRATEGIC VISION AND GOALS

(1) Vision

President Tommy E. Remengesau, Jr.'s vision for Palau is to 'work together, to make tomorrow better' to better enhance his slogan of "Preserve the Best and Improve the Rest". He stated that the best way to accomplish this end is by enacting policies and guidelines that identify best practices used today and those that will benefit and empower future generations. His administration is committed to furthering economic development, environmental protection, and transparency and accountability.

In his April 2019 State of the Republic Address Stated that the Year 2019 adopts the theme of 'Innovative Learning and Excellence'. To meet new challenges within limited resources, Palau must think outside the box -- consider the nation's special circumstances -- and develop appropriate medium and long-term plans for continued development. And in all of the plans, the nation must strengthen and broaden the number and nature of its partnerships to fit the new reality. Through strong and creative planning, along with enhanced partnerships, will the nation be able to develop the innovative financing options that will be the foundation for sustained growth. In order to implement these innovative options, there will be a need to continue to improve the capacity of the people and government to access and implement these financial opportunities with the strengthened partnerships.

(2) Goals

The Management Action Plan act as the Executive Branch's MAP to the future. The MAP is the people's document for the improvement of the people's government. The MAP contains six guiding principles for an efficient and effective government:

- To improve the quality of life of the People of Palau; - To focus on quality services while reducing costs; - To ensure accountability of representatives and staff; - To create a viable organizational structure; - To ensure fair and considerate management of employee impacts; and - To foster a strong sense of community while ensuring ongoing communication with the people about their government.

This Republic of Palau Four-Year Strategic Plan maintains its design to meet the Federal requirements of Title I of Workforce Innovation and Opportunity Act including the core and required partners of Adult Education and Literacy Program and the Career Technical and Education Program under the Carl D. Perkins Act. The overall goal of the Republic of Palau is to build on and implement innovative and comprehensive demand-driven workforce investment system tailored to meet the particular needs of the local and regional labor markets.

Maintain the vision of the President and his State Workforce Development Board to strengthen the workforce partnership of the education, the employment, and business and economic agencies through continuous collaborative efforts of all programs serving youths, adults, and dislocated workers available throughout the Republic, with an enhanced vision to:

- Further change existing job training system to become a talent development system.
- Enhance and use aligned economic and workforce strategies.
- Expand cross-functional competencies and skill sets that have been identified as needed on the job.
- Align training activities with the area's talent development strategies.
- Use current economic data and skills information to make informed decisions.

The people of Palau are still constantly challenged by a series of fundamental changes in our economy and our jobs. These changes brought about by new technologies, new infrastructures, and the internationalization of labor and goods have highlighted the fact that the nation's primary asset is its human capital. Importation of laborers to meet up the demands of the rising hotel and tourism industries, as well as other identifiable and marketable positions, will continue to be a priority issue of the workforce and education systems.

As a single state workforce area with a decreased population to 17,661, and land mass area of 170.4 square miles, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce. Although Palau does not have a One-Stop Center co-located in one building, the workforce that includes economic sectors and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system. *Through the recently awarded Reemployment & Systems Integration Dislocated Worker Grants (RSI Grant) to the Pacific workforce consortium of Guam, Commonwealth of Northern Mariana Islands, Palau, and American Samoa, the deployment of the Virtual One Stop (VOS) solution case management system with Guam being the lead and administering agency. This fully integrated workforce solution in the pacific workforce regional*

consortium provides solutions for job seekers, employers, service providers, and state and local staff to consistently capture and manage intake data, combine data with reporting, and produce accurate reports that include all data elements required under WIOA and other federal and state regulations.

The Divisions of Labor and Job Placement Offices are located in the center of Koror directly across from the Palau Community College, the WIOA Office, and walking distance to the Ministry of Education. This action moves forward the concept of a one-stop career center to a close realization of accessible workforce and education services to customers and the employers, our partners.

Palau is in the planning stage of building a One-Stop Career and Education Services Center within the Ministry of Education and Palau High School compound. This infrastructure shall be constructed and funded by sources identified by the Palau National Government and the Palau National Legislature (The Olbiil Era Kelulau) in the next two to three years. The Minister of Education who has been a long-time member of the State Workforce Board has assured all partners that this Center will house all workforce and education related programs toward one goal, accessible services to all customers.

In June of 2016, Palau WIOA Office became the American Job Center for Palau.

The Youth Committee of the State Workforce Board and the WIOA Office shall set forth specific youth program requirements to ensure that in school-youths and out-of-school youths are receiving high-quality services from potential service providers, designed programs that incorporate the principles and practices of youth development, and that are most likely to have a positive impact on performance measures.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

Physical and Mental Health • guidance and counseling • supportive services Intellectual Health • tutoring, study skills, dropout prevention • alternative secondary schools • supportive services Civic and Social Involvement • leadership development Employability • occupational skills training • work experience • summer employment

As a small island nation, everything and everyone are interacting and communicating on a daily basis. State Board meetings are conducted at places accessible to the public. Notices of meetings are distributed among the members through memorandums and e-mails. Once policies are adopted by the State Board, they become public records. All workforce documents are kept and maintained at the WIOA Office and made public records for anyone interested in obtaining copies of needed documents.

The Ministry of Education has established a rigorous school to work program that begins at the high school level. Palau High school students (PHS annual enrollment is approximately 700-800 students) beginning at freshmen start their academic studies requirements along with at least one career academy class (CD I) at each semester. At the sophomore years, the students continue taking required academics classes and CDII during first semester. Beginning the second semester (January), the students start their job shadowing and mentoring activities with partner agencies from the government sector, the non-profit organizations, as well as the private businesses through the Chamber of Commerce (COC) and Belau Employers and Educators Alliance (BEEA). These students also register with WIOA Office for further work experience or practicum. During the senior year, students have acquired a portfolio that allows them to continue their practicum work experience activities and, based on their acquired academic credentials, may participate in the High School/Community College Dual Program at

the Palau Community College funded in part by the WIOA Office. Approximately 150-200 students are provided these services each year.

The summer youth employment and training program is also a continuum of the career to work or school to work activities. All youth program coordinators from Work-Based Office, the Health and Science Program (MOE); the WIOA Office; Palau Community College-Talent Search Program, and Upward Bounds Program meet every April of each year to share program information as part of the ongoing effort of eliminating duplication of programs and leveraging resources while serving each and every youth to acquire academic and career skills toward a better future and a strong economy for Palau. The strong collaborative efforts make it possible for all youth programs to provide academic and work experience activities to *160-200 youths every summer*.

Through the same strong partnership, the Ministry of Education, the Palau Community College, and the State Workforce Board provide collaborative services to those individuals age 18 and above through enrollment with either the GED Program (now HiSet) or the Adult High School Program while undergoing work experience as an incentive to acquire much needed educational credentials. A program policy has been adopted by the Palau Community College and the State Board to require any such participant undergoing work experience or on the job training at the Palau Community College to enroll in the Adult High School Program. The services continue to be provided to a participant upon successfully achieving alternative high school requirements toward further enrollment into the college system and advanced occupational skills training or on the job training programs. This same policy applies to those participants with high school diploma or equivalence to enroll in the college while receiving other workforce services.

The Ministry of Education as one of the key workforce partners works collaboratively with the State Board to provide services to workforce customers in areas of academic skills achievement.

Programs offered:

Career Academies - program starting at K-12 for better education, better employment prospects, adult role models, and multiple poles secondary options for all students. The Summer Work Experience Program - program for high school and college students in a supervised job-related training during the summer break. This program gives students an opportunity to learn about work and to make the connection between what they learn in school and their career choices, develop strong relationship with government and private employers, and, develop strategies for work experience programs to be introduced as a part of the regular school year. Adult Education and Literacy Program - program for individuals age 16 and above, an alternative high school equivalency program that provides preparation and HiSet testing for the General Education Degree (GED), an alternative to a regular high school diploma, and just recently began using HiSET. The Chamber of Commerce as a workforce partner will work collaboratively with the WIOA Office, the Ministry of Education, and the Palau Community College to place workforce trainees in occupations that are currently being held by foreign workers after the trainees have achieved quantifiable occupational and educational skills required by the positions. More adults are looking for ways to upgrade and expand their skills in an effort to improve or protect their economic position. The transformation of the regional and global economy over the past several decades has put a premium on an educated workforce. The industrial economy of the early 20th century has given way to an information and service economy that demands higher levels of academic and technical knowledge, as well as other skills such as good communication and financial literacy. The ability to access education and training is critical to current and future generations of adult workers seeking higher wages and a better quality of life.

Postsecondary degrees and certificates have become critical even for workers in the lower and middle tiers of the labor market. Adult learners face significantly different challenges to completing an education program than students who enroll in college immediately after high

school, depend on their parents financially, and work part time or less while in school. The four consistent and powerful barriers identified that prevent further education for working adults are:

- The lack of time to pursue education; • Family responsibilities; • The scheduling of course time and place; and • The cost of educational courses.

These obstacles pose challenges to both access to college credential programs and to persistence and success, particularly for students who work full time and attend college part time. Non-traditional students are students with any of seven characteristic risk factors:

- Delayed enrollment in postsecondary education beyond the first year after high school graduation; • Part-time attendance; • Financial independence from parents; • Full-time work; • Having dependents (other than a spouse); • Being a single parent; and • No high school diploma (or GED).

Students who fit only one of these characteristics have always been labeled “minimally non-traditional,” those who fit two or three were “moderately non-traditional,” and those with four or more were “highly non-traditional.” Although not all non-traditional students are adults (many 18-24 year-olds meet at least one of the seven criteria). All adult college students are by definition non-traditional. Financially independent, working full time, with dependents and family responsibilities to juggle, and back in school after an extended time out—adult learners are at great risk of not achieving their postsecondary education goals. While adult learners face significant barriers to access and success, some segments of postsecondary education have been more responsive to their needs and interests. Not surprisingly, given the preponderance of adult learners who are looking for maximum labor market benefit from shorter courses, institutions that grant vocational and technical certificates and degrees are attracting the largest numbers of adult learners, rather than traditional four-year baccalaureate institutions.

The workforce, education, and economic partners that include its only college, Palau Community College seeks to accelerate the educational and economic advancement of youth and adults in Palau’s economy. The strong partnership of leaders in education, business, government, and communities around the island nation work together to strengthen opportunities for youths and adults to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.

The School-to-Work system, an existing statute of the Republic, mandates integration of academic components to the workforce system envisioning a strong economy. Through collaborative efforts, about 80 percent of all high school graduates from the public and private schools enroll at Palau Community College. Palau Community College and the WIOA Office through strong collaborative partnership have established a policy that requires all workforce activities within the College to have an academic component. Any workforce participant enrolling in Palau Community College for any type of workforce activities and funded in part by WIOA Title I Funds is required to enroll in either adult high school (if the individual does not possess a high school diploma) or college to acquire necessary academic skills requisite of a specific occupation. The State Board with representations from the Chamber of Commerce and Belau Educators and Employers Alliance as well as Society for Human Resources Management work collaboratively to establish cross-policy for serious utilization of resources in the Republic toward talent development of potential employees and incumbent workers within their businesses and respective agencies.

In order to prepare the Republic’s emerging workforce, the State Workforce Development Board will concentrate on providing workforce activities in job readiness and work maturity skills, basic academic skills, the SCANS skills, and technical and occupational skills.

SCANS WORKPLACE KNOW-HOW WORKPLACE COMPETENCIES Effective workers can productively use:

- Resources— know how to allocate time, money, materials, space, and staff
- Interpersonal skills— can work on teams, teach others, and serve customers, lead, negotiate and work well grounds. with people from culturally diverse back
- Information— can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information
- Systems—They understand social, organizational, and technological systems; they can monitor and correct performance and they can design or improve systems
- Technology—They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

SCANS WORKPLACE KNOW-HOW FOUNDATION SKILLS

Competent workers in the high-performance workplace need:

- Basic Skills—Reading, writing, arithmetic and mathematics, speaking and listening
- Thinking Skills—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems
- Personal Qualities—individual responsibility, self-esteem and self-management, sociability and integrity.

The State Board, in joint and collaborative efforts with its workforce partners must meet the needs of the businesses, the community, and the workers. Encouraging youths, and most especially out of school youths, as well as adults, to seek adult education opportunities and technical skills training in specific high growth areas will greatly enhance opportunities for gain and employment at wages sufficient to provide financial support of themselves and their family. Such technical skills training may be provided in a work setting or through combined education and employment training. Moreover, services and assistance shall be made available to incumbent workers and dislocated workers to obtain the skills required to transition into new jobs that offer good wages and potential career advancement. This objective will require skills upgrading or retraining or formal educational programs.

Each job has an intrinsic value in the State's network. There is an obvious need for a connection between workforce and education, as well as sectors with potential for future rapid growth. These growth sectors can be unique to the geographic region, based upon the composition of local businesses, the nature and talents of the local workforce, and the synergy between business, education, and workforce preparation.

The President and his State Board are pursuing two strategies to promote and develop strategic partnerships. The first is to implement the priorities for Palau's workforce system described in this Plan. The business-led State Board will provide the necessary leadership, and convene the necessary partnerships, to guide the system towards the workforce and education vision. Secondly, the President has mandated that Palau government improve relations among departments and agencies, as well as with the private sector, to enhance public services. The President is actively working with his cabinet and all governmental agencies to address economic development and workforce challenges across the public system. Moreover, the administration has ensured that key stakeholders from intergovernmental departments and agencies are represented on the State Board.

As a single state service delivery area, the State Board created Youth Committee from members of the State Board representing agencies across the island nation from the Ministry of Education, the Palau Community College, the WIOA Office, and the Juvenile Justice Program. This encompassing membership of the varied community agencies allows flexibility of the Youth Committee to meet periodically to address all youth issues and to better identify and serve the most-in-need youths having significant barriers to employment and to connect them successfully to education and training opportunities that will eventually result in successful employment and better lives. The Ministry of Education administers and operates the General

Education Program that gives opportunities to youths age 18 and above who are high school dropouts to continue their education and obtain alternative high school certificates. The Palau Community College receives funding as part of the land grant for a program called Talent Search Program and the Adult High School Program. The WIOA Office administers and implements WIOA Title I-B Grants of Adults, Dislocated Workers, and Youth Funding, and the Palau Community College Adult High School program funded with Talent Search Program whose intent is to reconnect potential dropouts and dropout youths and young adults back to school or to alternative education opportunities.

The President and his State Board has established, adopted, and certified workforce policies that are in direct compliance with applicable Federal and State laws and regulations. There is only one core Federal partner program operating in Palau that is the Adult Literacy Program administered by the Ministry of Education and the program is operated in compliance with required Federal and State regulations. All other partners as members of the State Board have agreed and adopted the State workforce investment policies so established. The President's Cost Reduction Policy is an important policy that sets directives and flexibility for the entire Republic's workforce and education's system to have the ability to simplify regulations, particularly those that unnecessarily impede efforts to improve Palau's business climate and economy.

3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

(3) Performance Goals Palau will be negotiating goals for Program Year 2020 to 2021. Performance measurements are negotiated annually with the U.S. Departments of Labor and Education. Palau will negotiate levels of performance for the next two years and upon approval by the US Department of Labor, Employment and Training Administration, it shall be integrated and published through the Ministry of Education website (www.moe.net) and Palau Community College website (www.palau.edu.net) for Program Year 2018.

WIOA Indicators	PY 2020	PY 2021
ADULTS		
Employment 2 nd Quarter Post Exit	52.00%	52.00%
Employment 4 th Quarter Post Exit	50.00%	50.00%
Median Earnings	\$1,820	\$1,820
Credential Attainment Rate	42.00%	42.00%
DISLOCATED WORKERS		
Employment 2 nd Quarter Post Exit	52.00%	52.00%
Employment 4 th Quarter Post Exit	50.00%	50.00%
Median Earnings	\$1,820	\$1,820
Credential Attainment Rate	40.00%	40.00%
YOUTH		
In Education, Training or Employment		

WIOA Indicators	PY 2020	PY 2021
2 nd Quarter Post Exit	53.00%	53.00%
In Education, Training or Employment		
4 th Quarter Post Exit	60.00%	60.00%
Median Earnings	1,655.00	1,655.00
Credential Attainment Rate	40.00%	40.00%
Measurable Skill Gains	50.0%	50.0%

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

Assessment

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

As a single state service delivery area, Palau will measure performance of the core programs using WIOA performance metrics and will further assess the overall effectiveness of the workforce system and those educational programs that support and work in line with the basis of these programs' collective ability to produce employer valued and recognized postsecondary credentials and the apprenticeship enrollments discussed in the Plan. The State and Local Boards will put great emphasis and weight to WIOA performance measures related to skills attainment, program completion, and credential attainment that includes attainment of a high school diploma or equivalent and shall further validate the labor market value of these programs by examining the employment and wage outcomes of the individuals using relevant WIOA performance metrics.

Real time data for WIOA actual performance is generated through the Virtual One Stop (VOS) that began for Program Year 2017.

C. STATE STRATEGY

(c) State Strategy

PALAU'S CAREER PATHWAYS FRAMEWORK

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers: • Fulfills employers needs • Includes high schools, career centers, community and technical colleges, four year universities. • Integrates with academics in a rigorous and relevant curriculum • Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.
- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills 2. Link CTE at secondary level and postsecondary levels (Program of Study) 3. Provides students strong experience in and understanding of “all aspects of industry” (work-based learning experience) 4. Develop, improve, and expand use of technology 5. Professional development activities for teachers and faculty 6. Evaluation of CTE Programs to see how needs of special populations are met 7. Improve and modernize CTE programs 8. Provides sufficient size, scope, and quality programs 9. Prepare special population for high skill, high wage, or high demand occupations

Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non Profit Organization July 2002 • Consists of 125 registered members - Employers (Private, NGO, Public Sectors) - Educators/Teachers (Individuals)

-Identify skills needed in workplace

- Connect school-based learning to work-based skills

- Host students in Work-Based Activities

- Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration opportunities for students. • Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

The summer youth employment and training program is also a continuum of the career to work or school to work activities. All youth program coordinators from Work-Based Office, the Health and Science Program (MOE); the WIOA Office; Palau Community College-Talent Search Program, and Upward Bounds Program meet every April of each year to share program information as part of the ongoing effort of eliminating duplication of programs and leveraging resources while serving each and every youth to acquire academic and career skills toward a better future and a strong economy for Palau. The strong collaborative efforts makes it possible for all youth programs to provide academic and work experience activities to 300 youths every summer.

Through the same strong partnership, the Ministry of Education, the Palau Community College, and the State Workforce Board provide collaborative services to those individuals age 16 and above through enrollment with either the GED/HiSet Program or the Adult High School Program while undergoing work experience as an incentive to acquire much needed educational credentials. A cross program policy has been adopted by the Palau Community College and the State Board to require any such participant undergoing work experience or on the job training at the Palau Community College to enroll in the Adult High School Program. . The services continues to be provided to a participant upon successfully achieving alternative high school requirements toward further enrollment into the college system and advanced occupational skills training or on the job training programs. This same policy applies to those participants with high school diploma or equivalence to enroll in the college while receiving other workforce services.

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

6. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training. 7. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health. 8. Access to relevant training via the Ministry of Health College of Health 9. Data on identified future Health Workforce skills and

staffing shortages 10. Details of the new MOH mechanism for measuring and improving performance 11. Human Resources staff assistance and support to ensure common goals are met

Apprenticeship Training: In November 01, 2004 , the State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

On June 23, 2019, Palau's plan for Apprenticeship State Expansion grant was initially approved for the development of apprenticeship program beginning July 01, 2019. The following are the sectors and fields of focus with the set objectives and strategies:

SECTORS AND OCCUPATIONAL FIELDS OF FOCUS Palau's major economic income coming from tourism, there is always focus on building of new hotels, apartments, and housing for its citizens and residents, and this new apprenticeship framework will focus its efforts on traditional apprenticeship sectors of construction and building trades, as well as non-traditional, high-growth sectors such as clean energy and utilities, IT and software, financial, and allied health. The goal of these efforts is to create demand-driven training that is widely applicable for employers in these sectors.

OBJECTIVES

1. Fully integrate apprenticeship in traditional and new industries into state workforce development, education, and economic development strategies and programs to increase the supply of skilled workers to meet employer demand.
2. Support the development of new registered apprenticeship programs and expansion of existing registered programs.
3. Build state capacity to start apprenticeship programs that will enable business and partner agencies for apprentices to access opportunities

STRATEGIES

I. Build on the Existing Apprenticeship System

1. Create an apprentice mentor network and materials to support mentors
2. Provide apprentice sponsors with resources to train mentors and instructors
3. Align, improve state policies to support and integrate registered apprenticeship (RPPL 9-22 - Palauan Skilled Workforce Act) that give incentives and tax credits to employers to start apprenticeship programs, train mentors, and provide more access to training facilities and course work.
4. Support initiatives to recruit women and under-served populations.

II. Help Employers Overcome Apprenticeship Challenges

1. Promote apprenticeship to employers
2. Develop information for employers about available resources
3. Give employers information about available training programs for apprentices

4. Utilize chamber of commerce and other business leaders to encourage and guide other businesses

III. Build and Enhance Apprenticeship

1. Work with the Ministry of Education to create youth apprenticeship program
2. Adopt standards for quality pre-apprenticeship training compatible with the Workforce Innovation and Opportunity Act
3. Increase counseling and activities for high school students
4. Create an apprentice mentor network and content for train-the-trainer workshops
5. Promote college credit for apprentice training and articulation agreements with post-secondary providers and higher education
6. Enhance outreach to students and adults in outlying rural communities
7. Utilize the existing Virtual One Stop data system of Palau WIOA Office/American Job Center to show apprenticeship opportunities and vacancies linked to sponsors and application process.

On-the-Job Training; Occupational Skills/Work Experience Training; In July 01, 2015, the State Board and the Chamber of Commerce, the BEEA, the Palau Community College, the Ministry of Education, the Ministry of Health, and Palau Community Action Agency entered into an agreement whereby workforce activities that includes on the job training are so conducted through collaborative efforts. Any vacancy occurring in any of the workforce sector shall be communicated among all the partners for provision of appropriate services and on the job training activity. Within the Palau Community College Campus the College Extension Program provides much needed short term training in basic computer and accounting skills, customer service, cashiering as listed in the college's website at www.palauedu.net. The Small Business Development Center also provides short term skills training in automated accounting systems, writing of business plans, and other related activities.

On the job training also occurs within the public sector, the national and the state governments. Although policies have been put into place to maximize the government sector, positions and vacancies in occupations such as nursing, police and fire officers, teachers, and other equally vital positions within the government sector continue to demand qualified and trained employees. The State Board through the WIOA Office and its workforce partners shall continue to provide on the job training and work/occupational skills training to youths, adults, and dislocated/displaced workers as part of the President's vision to empower Palau's human resources that will move forward the economy of Palau while maintaining the traditional integrity/grassroots of Palauans as arduous and innovative workers toward a more secure future.

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

The composition of the State Workforce Development Board is as follows:

The State Board is comprised of 19 members in the following categories:

- The President of Palau (Chief Elected Official); One senator and One delegates from the National Legislature (The Olbiil Era Kelulau) • *Eight members representing the private sector* ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated

representatives; small business owners; and human resource representatives. (Matthew Rudimch (Rudimch Enterprise), Chairman; Uchel Tmetuchl (Airai KB Shell), Vice Chairman; Kaleb Udui, Jr. (Palau Chamber of Commerce) Joseph Koshiba (Bank Pacific), Lucy Sugiyama (Palau Pacific Resort Managing Director) Tokie Suzuki (Palau Pacific Resort, HR Department), Tamae Adachi (Surangel & Sons, Co., HR Department), Augustine Mesebeluu (Okemii Deli-Small Business Rep.).

- Two members representing community-based/non-profit organizations (President, Belau Tourism Association; President, Belau Boater's Association)
- One member from the Bureau of Immigration and Labor
- Four members from the secondary education and post-secondary education (Minister of Education, Adult Education and Literacy Program Coordinator; President of Palau Community College, Dean of Continuing Education and Lead Program Coordinator for Palau Skilled Workforce Act - RPPL 10-34)
- One member representing Workforce Innovation and Opportunity Act Title I-B Youth, Adult, and Dislocated Worker programs

Executive Committee's composition of seven members:

- Five members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives;
- One member from the Division of Labor
- One member from the secondary education

(1) Functions of the State Workforce Development Board:

Assist the President to: Develop Statewide Plan; Develop and continue improvement of a statewide system of activities funded under subtitle B of Title I of WIOA; Develop linkages and collaboration of programs to eliminate duplication of services, including as necessary, addressing any impasse situations in the development of formal agreements among workforce partners; Develop allocation formulas for the distribution of adult employment and youth activities; and Develop and continue to improve on comprehensive State adjusted levels of performance, assess effectiveness of the workforce investment activities in the State, as required under WIOA.

Functions of the Executive Committee: Serve as - • Liaison of the State Board regarding administrative issues; • Advise the State Board on the implementation of the WIOA Title I-B activities; • Be the local grant subrecipient through established written agreement with the President • Oversee WIOA Office; • Develop statewide and local plans for WIOA Title I activities • Identify eligible service providers; • Establish performance measures; • Review and award programs to selected service providers; • Review and approve budget developed by the WIOA Office; • Ensure policies and procedures are in place to track expenditures and program performance.

Youth Committee: Established with State Board members of representatives of agencies serving in-school and out-of-school youths:

Minister of Education Program Coordinator - Adult Education & Literacy Program, Ministry of Education
President of Palau Community College Dean of Continuing Education, Palau Community College
Executive Director - WIOA Office
Chairman, Youth Services Team
President - Belau Employers and Education Alliance
President - Belau Family School Community Alliance

Functions of the Youth Committee: Assist the Executive Committee to develop youth portion of the State Plan; Recommend eligible providers of youth activities; Conduct oversight of eligible youth activities; Coordinate youth activities authorized under WIOA; Serves as a catalyst for engaging youth providers in policy development and service design of a comprehensive youth system; Other duties as specified by the Executive Committee.

The State Board and the Youth Committee meets on a quarterly basis while the Executive Committee meets on a monthly basis. Notice of meetings is given to all members by personal delivery, fax, or through e-mail. These meetings are published through public announcements and are open to the general public's interests.

Meetings are held at accessible places that allow all people including individuals with disabilities. Minutes of meetings are recorded, documented, and kept in file at the WIOA Office. The documents are issued on a timely manner and distributed to all Board members for review, information, and adoption. State Board membership list, meeting agendas, and approved minutes of meetings are kept at the WIOA Office and are made public documents accessible and available to the public.

Republic of Palau State Workforce Policy No. 07-022-2000 addresses State Board members' conflict of interest. This policy sets forth WIOA requirement prohibiting State Board member from voting on a matter under consideration by the Board:

- Regarding provision of services by such member or by an entity that such member represents;
- or •That would provide direct financial benefit to such member or the immediate family of such member; or
- Engaging in any other activity determined by the President to constitute a conflict of interest in the State Plan.

2. IMPLEMENTATION OF STATE STRATEGY

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

(2) Implementation of State Strategy

The State Board entered into a Memorandum of Understanding and Agreement with the President to identify the WIOA Office as the Administrative Entity for administering activities of the State Board in implementing all required provisions of the WIOA. The WIOA staff plans, develops, and facilitates State Board meeting; and, carries out recommendations as assigned from the State Board, Executive Committee, and Youth Committee. The Executive Director of WIOA is an integral part of the State Board, contributing as a facilitator and participant at State Board meetings. The same individual has a leadership role in the preparation and planning for each State Board meeting, assists the Executive Committee and the Youth Committee on any issue that require consensus building discussions and policy-related issues. All these discussions and issues are then forwarded to the State Board for final review and consideration. These roles include researching issues and providing background material required by the committees to engage in productive discussion of issues and leading high-level policy discussions.

In July of 2017, the State Board through sole source procurement process designated the Palau WIOA Office as the American Job Center for WIOA Adult, Dislocated Worker, and Youth Programs.

(A) Core Program Activities to Implement the State's Strategy

As a single state workforce area, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce.

Although Palau does not have a One-Stop Center co-located in one building, the workforce and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front-line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

Collaborative efforts between the core and required partners shall be made in the development of policies, procedures, and best practices for each program's authorizing statute, as appropriate. This will include staff communication, capacity building, and training efforts. Service integration shall be made to focus on serving all customers seamlessly that includes targeted population by providing a full range of services consistent with the purpose, scope, and requirement of each program.

The Youth Committee and the WIOA Office shall set forth specific youth program requirements to ensure that youths are receiving high-quality services from potential service providers, designed programs that incorporate the principles and practices of youth development, and that are most likely to have a positive impact on performance measures.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

(B) Alignment with Activities outside the Plan

Access to programs and services shall be made for individuals, particularly those with barriers to employment. As part of the review of process among and between WIOA Core Partners for alignment of systems, staff shall be trained to:

- Eliminate duplication of services;
- Focus on workforce training beyond entry-level skills and achievement of postsecondary awards/credentials;
- Identify barriers to participant referrals or access to appropriate services;
- Identify integration opportunities and data sharing on assessment information among workforce partners; and
- Develop knowledge of all partners regarding roles and responsibilities.

Palau's implementation strategy for coordinating, aligning, and providing services to individuals involves a number of activities and strategies that will support and strengthen collaboration among agencies. A statewide Memorandum of Understanding (MOU) will be used to formally guide implementation of WIOA in Palau. The strategies and associated activities that will be funded by the entities carrying out the respective core program activities will be identified in the MOU.

Real time data for WIOA actual performance is made through the Virtual One Stop (VOS) as of Program Year 2017.

As a small island nation, everything and everyone are interacting and communicating on a daily basis. State Board meetings are conducted at places accessible to the public. Notices of meetings are distributed among the members through memorandums and e-mails. Once policies are adopted by the State Board, they become public records. All workforce documents are kept and maintained at the WIOA Office and made public records for anyone interested in obtaining copies of needed documents.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

The Palau Community College as a workforce partner offers the following services to workforce customers:

The Adult High School Program - an alternative educational and vocational program offered to individuals age 18 and above who dropped out of school. The Continuing Education Division serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs. 1. CE serves the community by offering non-credit programs such as pre-service training for those who are looking for jobs, in-service training for those who are employed and need to enhance and upgrade their skills, workshops, seminars, conferences, conducting community surveys, or apprentice training for persons regardless of their age or previous education, and who are not concerned with earning academic credits but wish to enrich their lives and improve their personal efficiency. 2. CE provides one-on-one advising, counseling and guidance for people interested in acquiring entry-level skills or for employees who need to upgrade themselves. 3. CE offers summer programs, such as keyboarding, computer application, mathematics, English reading and writing, music, art, camping, marine science, and Internet exploration, for school age children. ENRICHMENT or NON-CREDIT PROGRAMS Individual programs are developed based on specific requests made by individuals or groups for their immediate and/or long-term needs. CE customizes the programs to fulfill the needs of the customers. However, due to high costs of materials, salaries of instructors and adequacy of facilities, CE sets the minimum number of participants at ten (10) for each program offered and reserves the right to change this number. A certificate of enrichment/completion is awarded to individuals who complete the programs and meet the program requirements. ADMISSIONS REQUIREMENTS There is no admission requirement for any of the programs. Regardless of age or background, individuals can choose to attend what is relevant to their needs and interests ranging from basic level, intermediate level and advanced level programs. PROGRAM SCHEDULE AND LOCATION Programs are offered throughout the year. Most programs are offered during late afternoon and evenings, weekends, holidays and school breaks. Program offerings are also accessible to all states of Palau depending on the nature of the programs requested and the feasibility of offering programs on site. FEES AND OTHER CHARGES The fees for CE programs depend on the following: Duration of the training, instructor salary, materials to be used in the training, equipment, and facility and administrative costs. By setting the minimum number of the participants, this will reduce the fees to an affordable level. The range of fees for each program offered based on the criteria mentioned above start from five dollars to over a hundred dollars. Since there is no federal financial assistance to help the participants attending CE programs, CE encourages individuals or groups who are interested in attending trainings offered to seek other sources of funding. "OTHER PROGRAMS AT THE COLLEGE" CHILD CARE CENTER. The Belau Child Care Center and Child Skills Training Facility exists to provide high quality child care services to anybody within the community. These services include support for breast feeding mothers, day care for preschool children and after school activities for older children. The Center will endeavor to train people who provide child-oriented services or are in the field of early childhood education and to assist anyone who wishes to develop child care skills. It can also serve as a model facility that other child care providers may use for resource purpose. OMIP Training Program established within the College of short-term training program for government employees in the area of infrastructure government and utility employees, training programs to up-grade employee competencies. The Palau Small Business Development Center - a program to support the growth and economic development of the Republic of Palau by providing high quality one-on-one confidential counseling and training as well as innovative workshops to existing and prospective small businesses. THOMSON EDUCATION DIRECT (TED) Thomson Education Direct is one of the oldest and largest distance learning institutions in the world. The school provides programs and services that are designed to meet the life-long learning needs of the adult learner. Programs of study lead to career-specific diplomas. Through an approved partnership

with Thomson Education Direct, the following programs are now available through Palau Community College: Carpenter Home Inspector Professional Landscaper Electrician Drafting with AutoCAD Artist Occupational Therapy Aid Photographer Diesel Mechanic PC Specialist Auto-body Repair Dental Assistant Auto Repair Technician Appliance Repair Medical Office Technician Legal Secretary Electronics Technician Travel Agent Small Engine Repair Telecommunication Medical Transcriptionist TV/VCR Repair Pharmacy Technician Small business Dress Making/Design Desktop Publishing Air Condition/Refrigeration Wildlife/Forestry Conservation Hotel/Restaurant Management Child Day Care Management NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI) The National Occupational Competency Testing Institute (NOCTI) is the foremost provider of occupational competency examinations to business, education, industry, government, and military in the United States. These examinations are offered at two levels: Job ready and the experienced worker. NOCTI assessments can assist educators and employers in identifying occupational skills required of entry level employees or for experienced workers to move ahead in their fields. Palau Community College is an approved NOCTI Area Test Center and is responsible for coordinating and administering NOCTI examinations in Palau.

SAN DIEGO STATE UNIVERSITY PROGRAMS The Bachelor of Arts in Liberal Studies program is offered in collaboration with the Center for Pacific Studies at Interwork Institute/SDSU, the Undergraduate Division at SDSU and Palau Community College. This course of study is designed to provide knowledge in multiple subjects to elementary and secondary educators. The Masters of Arts in Education with a concentration in Educational Leadership is offered in collaboration with the Center for Pacific Studies at Interwork Institute/SDSU, the Department of Administration, Rehabilitation, and Postsecondary Education within the College of Education at SDSU and Palau Community College. This course is designed for Education and Human Services Professionals desiring to earn a graduate degree focusing on leadership and administration. These programs are specifically designed and delivered to accommodate the working adult. All instruction is delivered on island or through distance learning. **PACIFIC ISLANDS BIBLE COLLEGE (PIBC)** Pacific Islands Bible College (PIBC) is a Christian college offering certificates, diplomas, or degrees in biblical study. Working in collaboration with Palau Community College, PIBC's Palau Extension office is located on the PCC campus and uses PCC's facilities for its courses. Extension students in Palau can take their general education and elective requirements at PCC. PCC students can take certain PIBC courses to meet their program requirements. **TRIO Programs EDUCATIONAL TALENT SEARCH.** The Educational Talent Search program is one of the four branches of the TRIO Program, a US Department of Education program, being hosted by Palau Community College for five years, from SY 2002 to present. The program seeks to meet the learning needs of eligible students from the sixth through the twelfth grade so that they will succeed in achieving a high school diploma and continue on to a postsecondary program. **UPWARD BOUND:** A program for selected College Bound High School Students (9th - 12th grades) to help prepare them to enter and succeed in a Postsecondary Education Program. The Ministry of Education as one of the key workforce partner works collaboratively with the State Board to provide services to workforce customers in areas of academic skills achievement. The Ministry of Education offers: Career Academies - program starting at K-12 for better education, better employment prospects, adult role models, and multiple poles secondary options for all students. The Summer Work Experience Program - program for high school and college students in a supervised job related training during the summer break. This program gives students an opportunity to learn about work and to make the connection between what they learn in school and their career choices, develop strong relationship with government and private employers, and, develop strategies for work experience programs to be introduced as a part of the regular school year.

Adult Education and Literacy Program under the Ministry of Education

Major Activities & Evaluation:

- Provide technical assistance and professional development activities to program providers in developing adult- appropriate learning materials that target different learning style and are responsive to the needs of the Palauan population
- Provide the Annual Statistical Performance and Financial Status Reports to Office of Vocational and Adult Education, (OVAE), every end of the year. Recruit and implement HiSET and Computer-Based learning class instructions on all five solid subjects to outlying States and Koror Central
- Offer tutoring classes to help failing students to be able to achieve the passing HiSET standard score
- Conduct HiSET class monitoring daily instructions and students' daily attendance
- Conduct HiSET Testing and Evaluation by Pre & Post Testing

Program will hire eighteen (18) instructors for HiSET literacy classes and training under the contract basis depends on class schedule. We will also hire five (5) instructors for basic Computer-Based learning class. Instructors will cover all thirteen states including other three outlying island states and the Department of Correction in the Republic of Palau

The Ministry of Education continues to provide in-house training for Adult Education teachers in other areas such as, computer literacy and data management. Additionally, the Palau Adult Education program is collaborating with the Ministry of Education - Division of Research and Evaluation office to set-up monitoring and evaluation system to track students' performance and progress.

The Palau Adult Education program is currently offering English Literacy programs and secondary school credit programs at the correctional facility. Individuals who have left the correctional facility are still currently enrolled in the programs.

In order to enhance the Palau Adult Education Program, the following are some of the proposed activities:

- Career development courses for adult learners that includes career readiness & career exploration
- Partnership with Palau Community College Vocational Certification Program (VCP) to invest in a skilled Palauan citizen workforce and creating a tax incentive for businesses to hire the said vocationally certified students

Adult education teachers are currently taking professional development course with general education teachers in the areas of language arts, science, social and math provided by Ministry of Education. The Chamber of Commerce and Belau Employers and Education Alliance as workforce partners will work collaboratively with the WIOA Office, the Ministry of Education, and the Palau Community College to place workforce trainees in occupations that are currently being held by foreign workers after the trainees have achieved quantifiable occupational and educational skills required by the positions. Although Palau does not have a One-Stop Service Center co-located in one building, the State Board through collaborative efforts with the partners will continue to provide customers access to a full range of services pertaining to employment, training, and education, employer assistance, and guidance for obtaining other assistance. The WIOA Office uses varied strategies in providing the appropriate services to meet the needs of the workforce customers:

- Core Services are available and include, but are not limited to, labor market information, initial assessment of skill levels, and job search and placement assistance.
- Training Services are available to eligible individuals who have met the requirements for intensive services and have not been able to obtain or keep employment.

Other services provided by the WIOA Office are:

- Outreach, intake, and orientation
- Initial assessments of skills, aptitudes, abilities and need for support services
- Program eligibility determination
- Information on employment statistics and job vacancy listings
- Resource room usage
- Access to the Internet
- Employment Plan/ISS development
- Career counseling
- Job Development and job placement
- Work adjustment counseling and guidance
- Short-term pre-vocational services
- Post-employment counseling and guidance follow-up services

Occupational skills training • Workplace training and cooperative education programs • Private sector training programs • Skills upgrade and retraining

Apprenticeship Training: The State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

Through collaborative efforts, the program, for the past ten years has graduated approximately 250 participants who have entered into unsubsidized employment with both the public and private sectors. During the Spring and Summer of 2015, Palau Community College awarded Certificate of Competence pursuant to RPPL 9-22 (Palau Skilled Workforce Act) to nine trainees who successfully completed apprenticeship training with the Civic Action Team, in technical fields of equipment operator journeyman, equipment operator apprentice, mechanics, heavy equipment operator, construction steel worker, electrical journeyman, and builder.

The President and the State Workforce Development Board, therefore, continue to put great emphasis on the need to build and develop a strong customer focused and demand-driven workforce system an important priority. Meeting the workforce needs of business and industry and improving Republic's business climate are still the main goals of the State Board for attracting, growing, and retaining business. To realize this, there is a great need for a transitional workforce that is continuously prepared with the skills and education necessary to support new and advanced occupations and careers. Through established partnership of the State Board with the Ministry of Education, the Palau Community College, and the Chamber of Commerce, the workforce and education system collaborate to serve the customers in a demand-driven system with quality training and educational opportunities toward a developed, improved, and sustainable economy.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs. The workforce investment policy for selection of service providers sets the following criteria.

The service provider submits a project or program application to the WIOA Office that includes information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA
Specifies equitable budget for the program
Past performance of delivery of quality services and effective training
Fiscal accountability with regards to financial transactions, records keeping and maintenance
Proposed training and services is not a duplication of already existing facilities or services
Provides vocational and/or educational opportunities
Assurance of delivery services to ensure that participants attain competencies set by the State Board
Assurance that youth service provider shall adhere to set youth training policy
Guarantee of placement in such occupations for OJT and Customized training participants
Ability to coordinate activities with State Board WIOA partners

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program conducted Percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program conducted Wages at placement in employment of all individuals participating in the applicable program

The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as:

Percentage of completers placed in unsubsidized employment Retention rates in unsubsidized employment, 13 weeks after the day of employment Wages of participants, after first day of employment Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills, and Information on program costs such as tuition or fees

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

The State Board and WIOA Office has developed a policy for identifying youth providers that incorporate effective youth development principles and practices that are aligned with the following WIOA performance measures:

Youth Program Elements Tutoring, Study Skills, Dropout Prevention Alternative Education Occupational Skills Training Work Experience Summer Employment Adult Mentoring Guidance and Counseling Supportive Services Leadership Development Follow-Up

The criteria include those that: •develop relationship between youth and caring adults • involve family members •build youth responsibility •develop youth citizenship and leadership skills •place high expectations on youth and staff •provide appropriate services based on a youth's age and needs •demonstrate prior successes in providing employment and training services •prepare youth for success in the workforce •improve high support of youth •demonstrate the connection between work and learning •provide comprehensive guidance, and, where applicable, counseling

Beyond the current criteria that State Board's Executive Committee and the Youth Committee use in identifying effective youth providers and activities, the State Board have adopted the U. S. Department of Labor's new strategic vision that prioritize services to:

Out-of-school youth (and those most at risk of dropping out) WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

Capacity Building - The State Board comprised of the President, the Legislature representatives, and all major community stakeholders will help the Executive Committee and the Youth Committee in identifying areas needing improvement through fiscal and compliance. When improvement areas are identified through periodic monitoring, by State Board members and WIOA staff, they are presented to the entire State Board for review and plans for corrective actions. The WIOA staff will assist the service providers in the development of areas needing improvement to meet the requirements set forth by the State Board in compliance with WIOA rules and regulations.

The State Board through the WIOA Office and its staff when conducting monitoring visits to service providers outside of Koror, in-depth discussion of a given program takes place between

the WIOA Offices staff and a Board member with a participant as well as the supervisor. The discussion allows the WIOA staff/State Board member to ensure that training is being conducted in accordance with the activities set forth in the project proposal as submitted and currently funded by the State Board.

There has not been any major finding that requires significant correction action of any programs under the WIOA programs during the past several years. The new policy of Certifying Local Masters that has been adopted by the State Board allows a WIOA designated staff to provide capacity services to the Local Master in developing a system of identifying and certifying significant skills, preparing timesheets, and assistance in preparing any written document, as deemed just and appropriate.

As part of continuous improvement strategies and in line with limited resources, the State Board through its partnership with the Palau Community College worked with Small Business Development Center setting up workshops in accounting and entrepreneurship training for WIOA service providers to ensure that accountability of WIOA training funds and required training regulations are in compliance. Funding for these training are discussed among the partners and shared according to availability of resources.

Regional Planning- The State Board recognizing the limited resources from WIOA dollars and other source of funding to supplement WIOA program in Palau will look toward Guam as the nearest Pacific entity of more advanced technological capabilities and expertise for provision of services to improve program and administrative functions of the workforce investment system of Palau. All other technical improvements need would have to be made through daily contacts with the U. S. Department of Labor, Employment and Training Administration, Region 6 Pacific Team.

Real time data for WIOA actual performance is made through the Virtual One Stop (VOS) as of Program Year 2017.

The President and the State Board shall continue its commitments to transform the Workforce System with able leadership and be the catalyst for change by strengthening collaboration of the workforce and education systems to be directly aligned with economic development to provide high-quality service for all individuals seeking workforce services toward talent development, employment, job retention, or increased earnings and preparing Palau's youth with the knowledge and behavioral skills necessary to enter and succeed in high skill, high-wage careers. Dedication to meeting Palau employer's workforce needs remain a top priority. The State Board's enhanced and strengthened partnership with the Ministry of Education, Palau Community College, the Chamber of Commerce, and the Belau Employers and Education Association, will lead to more seamless delivery of services and universal access for all customers and their partner, the employer community. The continuous blending of the workforce development and education system is very much critical to sustaining and advancing the economy of Palau. In strategic and collaborative endeavor, all partners shall make every effort to ensure that globalization of workforce, education, and economic advancement will allow transformation of skills throughout the regional economies. The State Board and its Committees comprised of members from the Palau Chamber of Commerce, the Belau Employers and Educators Alliance, the Ministry of Education, the Palau Community College, and small business representatives including human resources representatives from the hotel industry and wholesale and retail businesses, will be prominent participants in the development of workforce strategies through periodic meetings and forums with all community and business stakeholders. Again, as a single state delivery area with a population of less than 20,000 people, the Palau WIOA Office in partnership with the Ministry of Education's Adult Education and Literacy Program and the Palau Community College's Adult High School Program work with all employers in Palau from the public sector and the private sector that includes non-profit/non-governmental agencies and groups, to identify the workforce talent needs and refer qualified candidates to fill those positions. This includes referring candidates for on the job training

where the referred individual is not immediately ready to take on the full duties of the position to acquire required skills training for a period as mandated by that specific occupation.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Palau's State/Local Workforce Board, the Palau WIOA Office, and its education partners has entered into formal agreements for engagement of workforce and education activities:

The Ministry of Education's School-to-Work System is a Lifelong Learning System that begins from K-12. Transformation from academics to career began in 2000 (Education Master Plan of 2000). Through continuous strong partnership and collaborative efforts among the workforce and education partners, the Palau Public School System under the Ministry of Education partners with Chamber of Commerce (COC), the State Workforce Development Board (SWDB), the Belau Educators and Employers Alliance (BEEA), and the Palau Community College to conduct the career academics and practicum starting at 9th grade throughout 12th grade.

The Career Academies are:

1. Engineering/Industrial cluster includes the engineering, industrial automotive, small engine and outboard motor, electricity, surveying, electronics, communication technologies, etc. The basic math skills, communications, and interpersonal skills required in these areas are common to all. The machinery and devised used in these fields require knowledge of electrical principles, hydraulic and pneumatic principles, thermal, and optical systems.
2. Business/Information Systems cluster includes occupations/jobs such as secretarial services, clerical services, accounting/bookkeeping, business management, data processing and other areas related to the processing of information and data. The math skills in these areas focus more on information analysis and processing. These areas require similar skills in organizational dynamics focusing on human behavior and knowledge of group behavior and team processes.
3. Health/Human Services cluster includes services such as nursing, child and elder care, food & hospitality services, social services, etc. The cluster meets a common need for the development of courses that will enhance interpersonal skills and knowledge required in dealing with human behavior and knowledge of group behavior and team processes.
4. Arts/Humanities cluster focuses on occupations in such areas such as journalism, creative arts and crafts including Palauan arts/crafts, public services, and other related services such as police officers, teachers, etc. This cluster requires less depth in specialized mathematics, technology, and science, but more on broad exposure to creative, humanistic, and societal concerns.
5. Natural Resources cluster focuses on occupations in the field of Agriculture, Forestry, Marine Science, and career related to our natural resources, etc. This cluster requires knowledge in sciences and technology.

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety

during the day. By improving the education and skill levels of individual Palauans, the program enhance the competitiveness of state's workforce and economy.

Palau Community College (the only community college on the island) has the following programs:

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9-22 now RPPL 10-31) to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College (PCC) to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, information technology, tourism and hospitality, and other relevant fields, and any other related industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9-22 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called "Service Learning Activities". The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service

and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post-secondary education or find a job with entry-level skills.

The program combines academic, life-skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002-2016.

The mission statement of the program is “to increase the number of youths from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection
- Assistance in preparing for college entrance examination
- Assistance in completing college admission and financial aid applications
- Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent
- Personal and career counseling
- Tutorial services
- Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth
- Workshops for students and parents
- Rigorous Curriculum
- College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land-Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi-Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short-term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

- Equipment maintenance • Facility maintenance • Road maintenance • Water/wastewater operation and maintenance • Management/supervision • Computer software training • Workplace literacy • CIP inspection

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

1. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training.
2. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health.
3. Access to relevant training via the Ministry of Health College of Health
4. Data on identified future Health Workforce skills and staffing shortages
5. Details of the new Ministry of Health mechanism for measuring and improving performance

Palau State/Local Board and the WIOA Office will continue its partnership agreement with Palau Community Action Agency for the enhancement of current construction related trades apprenticeship program conducted by the Civic Action Team and certified by the NCCER.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

As a single state workforce area with a population of 17,661 and land mass area of 170.4 square miles, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce. Although Palau does not have a One-Stop Center co-located in one building, the Palau WIOA Office has been designated as the American Job Center that shall provide information and services, through the Hire Palau Virtual One Stop case management system, on workforce to include economic sectors and education partners for delivery of services to youths, adults, and dislocated workers, eliminating

duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

As a single state workforce area, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce.

Collaborative efforts between the core and required partners shall be made in the development of policies, procedures, and best practices for each program's authorizing statute, as appropriate. This will include staff communication, capacity building, and training efforts. Service integration shall be made to focus on serving all customers seamlessly that includes targeted population by providing a full range of services consistent with the purpose, scope, and requirement of each program.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

As has been mentioned throughout the Plan, the Palau Community College is accessible to all the people of Palau who wishes to acquire recognized post-secondary credentials. Through established agreement between the Ministry of Education and the Palau WIOA Office, high school seniors who have completed most of their required credits and have achieved the required academic scores enrolls in the Dual Program; The Continuing Education also provides short-term academic and occupational training for adults to upgrade needed skills; the Palau Skilled Workforce Act mandates the Palau Community College to provide academic and occupational skills set and certifies those graduates with Certificate of Achievement or Certificate of Mastery as has already been discussed in this Plan that includes those apprenticeship graduates from the Civic Action Team apprentice program, and including apprentices certified by the Office of Apprenticeship, U. S. Department of Labor, through the recently received Apprenticeship State Expansion Grant.

Palau has national focus on improved workforce through development and upgrading of skills and registered apprenticeship is a means to meet identified labor demands. Palau President Tommy E. Remengesau, Jr., in his 2019 State of the Republic Address stated that the Year 2019 for Palau is for all to adopt 'Innovative Learning and Excellence' to meet new challenges within Palau's limited resources, and to think outside the box, taking into account Palau's special circumstances, and to develop appropriate medium and long term plans for continued development.

Construction is expected to perform strongly due to continued construction and improvements to new and existing visitor accommodations, various public projects, and continued road construction. Tourism is also expected to regain its momentum from increased marketing of the *Pristine, Paradise, Palau* brand.

To have a highly skilled and productive resident workforce, Palau's labor force is essential for businesses, and safe and healthy communities. Apprenticeship has five core components:

1. Business and employer involvement
2. Structured on the job training
3. Related technical instruction
4. USDOL-Office of Apprenticeship recognized credentials
5. Rewards for skill gains

Apprenticeship leads to well-paying jobs and careers with high lifetime earnings. Building of workforce intermediaries will play a key role in apprenticeship by focusing on outreach and supplying qualified applicants to apprenticeship programs. Articulation of apprentice and college credit will lead to an associate degree.

PRE-APPRENTICESHIP

Pre-apprenticeship program will be provided to both in-school and out-of-school youths through partnership with Palau Community College, the Ministry of Education, the Palau Chamber of Commerce, and the Belau Education and Employers Association for a set of services that prepares people for a registered apprenticeship program. These programs shall be created by employers, industry associations, youth programs, community-based organizations, and workforce intermediaries and they must have a documented partnership with at least one registered apprenticeship program that meet quality entry requirements for registered apprenticeship that prepares individuals for success.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Palau being a small island and outlying area has very limited industry and service providers. As a single state workforce area, the National Government of the three branches, the Executive, the Judicial, and the Legislative Branches; the sixteen states (counties) of the Republic; the business community (including small businesses and minority owned businesses) and the private non-profit organizations are listed as potential service providers of workforce and education related activities. The Chamber of Commerce and Belau Employers and Education Alliance as workforce partners will work collaboratively with the WIOA Office, the Ministry of Education, and the Palau Community College to place workforce trainees in occupations that are currently being held by foreign workers after the trainees have achieved quantifiable occupational and educational skills required by the positions. The State Board and the Palau WIOA Office/American Job Center, through collaborative efforts with the workforce partners, will continue to provide customers access to a full range of services pertaining to employment, training, and education, employer assistance, and guidance for obtaining other assistance. The WIOA Office uses varied strategies in providing the appropriate services to meet the needs of the workforce customers:

- Core Services are available and include, but are not limited to labor market information, initial assessment of skill levels, and job search and placement assistance.
- Training Services are available to eligible individuals who have met the requirements for core services and have not been able to obtain or keep employment.

The President and the State Workforce Development Board, therefore, continue to put great emphasis on the need to build and develop a strong customer focused and demand-driven

workforce system an important priority. Meeting the workforce needs of business and industry and improving Republic's business climate are still the main goals of the State Board for attracting, growing, and retaining business. To realize this, there is a great need for a transitional workforce that is continuously prepared with the skills and education necessary to support new and advanced occupations and careers. Through established partnership of the State Board with the Ministry of Education, the Palau Community College, and the Chamber of Commerce, the workforce and education system collaborate to serve the customers in a demand-driven system with quality training and educational opportunities toward a developed, improved, and sustainable economy.

B. STATE OPERATING SYSTEMS AND POLICIES

MAJOR STATE POLICIES AND REQUIREMENTS

Taking into account the Republic's economic plans, a medium-term development strategy framework has been established. This development strategy framework is designed:

"To develop and strengthen the private sector while protecting the environment and reducing the extent and involvement of the government in domestic economic activity"

This strategy framework is composed of 'Economic Policy' and 'Fiscal Policy' framework guidelines.

A. Economic Policy.

The Economic Policy consists of four primary priorities:

1. The development of economic institutions by significantly improving the regulatory environment through the passage of effective and transparent laws governing key aspects of Palau's economy including banking, foreign investment, tax and labor; 2. The development of Palau's infrastructure base within a clear planning framework, to include infrastructure for water, wastewater, solid waste management, energy, communications and transportation; 3. The development of sectors of the economy that have the potential to support sustainable economic growth, including tourism, fisheries, aquaculture, agriculture, trade (by way of transshipment opportunities) and finance (establishment of Palau as a regional financial center); and 4. The containment of the cost of government through consistent balanced budgets.

B. Fiscal Policy.

The Fiscal Policy focuses on the relationship of expenditures and revenues. 1. Expenditures. Growth of expenditures should not exceed the growth of revenues. This is accomplished through: (a) Streamlining government structures; (b) Restructuring governmental personnel; (c) Outsourcing, where possible, governmental services; and (d) Improving accountability and productivity of expenditures.

2. Revenues. The fiscal policy also seeks to increase revenues at a pace that outstrips governmental expenditures. This can be accomplished through: (a) Strengthening collection of government taxes and fees; (b) Expanding the revenue base through comprehensive tax reform; and (c) Aggressively pursuing overseas development assistance (ODA).

The successful implementation of this fiscal policy will go a long way towards ensuring the government's ability to successfully fund the infrastructure necessary for Palau's future economic growth.

The State Board and the WIOA Office have developed, adopted, and certified policies that are in line with the Super Circular, Federal Register Volume 79, No. 244, Rules and Regulations, and more specifically 2 CFR Part 200 and 2 CFR 2900.

As a single state service delivery area, the President and his State Board are pursuing two strategies to promote and develop strategic partnerships. The first is to implement the priorities for Palau's workforce system described in this Plan. The business-led State Board will provide the necessary leadership, and convene the necessary partnerships, to guide the system towards the workforce and education vision. Secondly, the President has mandated that Palau government improve relations among departments and agencies, as well as with the private sector, to enhance public services.

The President is actively working with his cabinet and all governmental agencies to address economic development and workforce challenges across the public system. Moreover, the administration has ensured that key stakeholders from intergovernmental departments and agencies are represented on the State Board. The State Board created Youth Council from members of the State Board representing agencies across the island nation from the Ministry of Education, the Palau Community College, the WIOA Office, the Juvenile Justice Program, and the Division of National Youth Affairs. This encompassing membership of the varied community agencies allows flexibility of the Youth Council to meet periodically to address all youth issues and to better identify and serve the most-in-need youths having significant barriers to employment and to connect them successfully to education and training opportunities that will eventually result in successful employment and better lives.

The Ministry of Education administers and operates the General Education/HiSet Program that gives opportunities to youths age 18 and above who are high school dropouts to continue their education and obtain alternative high school certificates. The Palau Community College receives funding as part of the land grant for a program called Talent Search Program and the Adult High School Program. The WIOA Office administers and implements WIOA Title I-B Grants of Adults, Dislocated Workers, and Youth Funding, and the Division of National Youth Affairs administers the Palau Youth Empowerment Grant from the South Pacific Commission whose intent is to reconnect potential dropouts and dropout youths and young adults back to school or to alternative education opportunities.

The Palau State operating systems to support implementation of the state's strategies are divided into the following categories: Labor Market Information - The Office of Citizen Job Placement and the Bureau of Planning and Statistics under the Ministry of Finance provides reliable information about Palau's local labor market at www.palau.gov.pw/budgetandplanning and www.palau.gov.pw/job vacancies. The goal of the Ministry of Finance is to ensure accountability, continuous productivity of government services, and economic growth by promoting policies for, and sound management of, expenditures, revenues, financing and human resources. The Bureau of Planning and Statistics serves as the primary database and system of record for numerous workforce and development programs tracking and recording services, activities and outcomes. The BPS focus on direct employer surveys, information from tax records, analysis of the data, and the dissemination through publications, presentations, and responses to customers. Operating Systems and Data Collection and Reporting Systems - The Palau Workforce Innovation and Opportunity Act (WIOA) Office works to match the needs of Palau's employers with skilled Palauans looking for employment, advanced training for incumbent workers, and assist job seekers in finding jobs. As part of the Pacific Jurisdictions, Palau is using Hire Palau VOS system (Virtual One Stop), a workforce data system developed to capture the required reporting elements for WIOA Title I programs. This system collects data and track performance and analyze the information and strategies of performance measures. The Palau WIOA Office as Administrative Entity for WIOA Title I program has the lead responsibility of ensuring that appropriate operating systems are in place and used effectively by all WIOA and workforce system partners, with appropriate oversight by the State Board's Executive Committee that also serves as the Local Workforce Development Board.

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF-

The Labor Market Information (LMI) Office under the Ministry of Finance is currently being combined with the Office of the Citizens Job Placement in collaboration with the Bureau of Labor and Immigration and the Palau Workforce Innovation and Opportunity Office (herein Palau WIOA Office/American Job Center) to collect, compile, and deliver high quality data and analysis about the state's economy. This helps and supports Palau's businesses, its workforce and economic development system, and the workers of today and tomorrow to make informed decisions. It is on-going efforts to gather, analyze, and disseminate economic data on Palau's business community, workforce, and job market. It provides key economic indicators, employment projections, job vacancy data, and regional and statewide industry and workforce analysis along with information aimed at helping individuals make informed career decisions. *These important labor market information are integrated into the Hire Palau VOS system.*

These collaborative agencies' key customers include businesses, job seekers, students, economic developers, education and training planners, workforce development professionals, policymakers, researchers and economists, government entities, media, and the general public.

Because our customers range from researchers to job seekers, we work hard to make our information as accessible and easy to use as possible. For job seekers and career counselors specifically, but also for employers looking to set wages in the small but growing labor market.

Data intake and employment plan are gathered through the Hire Palau VOS System used by the Palau WIOA Office that capture the required reporting elements of WIOA Title I programs.

The system design and case management systems shall:

1. Integrate apprenticeship program opportunities and/or apprenticeship program sponsors into the eligible training provider lists approved for training assistance through the Workforce Innovation and Opportunity Act (WIOA) that will allow referrals to career seekers registering for training-related classroom-type services.
2. Develop and Utilize the existing Virtual One Stop data system of Palau WIOA Office/American Job Center of participant tracking system specifically data integrity upgrades that include adoption of, or integration with USDOL's Registered Apprenticeship Partners Information Data System (RAPIDS 2.0) for the purposes of tracking, and reporting to USDOL overall State apprenticeship data.

As mentioned throughout this Plan, Palau WIOA Office/American Job Center has adopted the One-Stop Service concept of extending workforce and education services to its customers. The President of Palau as the chief-elected-official is a member of the State Workforce Development Board (The State Board) including representatives from the National Congress and a number of business community stakeholders. In consideration of the population of Palau of barely 20,000, the community key players and workforce partners includes the Chamber of Commerce, the Belau Education and Employers Association, the Ministry of Education, and the Palau Community College.

Formal agreements that have been established among the partners clearly spell out methods of providing collaborative services and referrals of customers within the agreements. Moreover, as members of the State Board, these key partners and community stakeholders have been using developed workforce policies for the past five years, and will continue to improve and use the revised and adopted policies with required technical amendments and revisions complying with Federal and applicable State laws and regulations. The development of the formal agreements were discussed and agreed upon before actual writing of the agreements among all workforce key stakeholders. Referrals of customers between the workforce partner agencies of WIOA Office, the Palau Community College, the Ministry of Health, the Chamber of Commerce, and the Belau Educators and Employers Association (aka Belau Educators and Employers Alliance) are as follows:

In the absence of Employment Service, the WIOA Office usually receives a workforce customer first. Upon registration and assessment and based on the needs of the customer recorded in the IEP (Individual Employment Plan), referrals may then be made. Those customers whose assessed needs require high school diploma or equivalence are then referred to either Palau Community College Adult High School or the Ministry of Education's Adult Literacy Program or HiSet. Referrals are made directly with each office through telephone calls and periodic meetings. Copies of application form and all necessary documentation of entering into any of these two programs are provided to the WIOA Office and so recorded. Follow-ups of the customers are made periodically and records maintained in the WIOA Office through the Hire Palau VOS system.

Referrals of customers between the WIOA Office and the Chamber of Commerce or the Belau Employers and Educators Association or Alliance (BEEA) are made through their respective offices. If a workforce customer needs immediate employment and has been assessed to possess qualifying skills, the WIOA Office then refers the customer directly to the Office of the Chamber of Commerce or the contact person of BEEA for continued services and immediate placement. The WIOA Office will make periodic follow-ups to ensure that the customer has received all needed services and will record the services on the ISS, and will continue to make follow-up services for a period of one year. In the event a customer applies directly with any of the companies under the Chamber of Commerce the BEEA, and is found to require further training before they can be hired, the individual may be referred for development of an employment plan and all other appropriate workforce services at the WIOA Office.

Each partner agency will have their own application forms, however, a common and expanded part of the application will be provided to identify the needs of the customer and to further eliminate duplication of services and reduce paperwork. At the same time, this process of serving the customers will better connect the customer to the entire workforce and education systems

Palau is a small island nation and a single service delivery area with population of less than 20,000 and limited number of industries. As an effort of universal access, the State Board is comprised of members representing all programs available on the Island serving specific segments of the population and who are directly involved in the development of workforce policies of the statewide workforce system. Statistical information of the labor market and other pertinent information are available at www.palau.gov.net/stat.

Up-dated data from the Division of Labor, the Chamber of Commerce, and the Bureau of Public Service System, are obtained on a monthly basis by the WIOA Office and readily made available to workforce customers.

As part of the vision for a demand-driven workforce, educational, and economic systems, labor market information within the regional economies of Guam (Hire Guam) and Hawaii (Job Bank of America) as well as the US Mainland can be accessed through the Internet as services provided by the WIOA Office.

As a small island nation and a single service delivery area with population of less than 20,000 and limited number of industries, and as an effort of universal access, the State Board is comprised of members representing all programs available on the Island serving specific segments of the population and who are directly involved in the development of workforce policies of the statewide workforce system. Statistical information of the labor market and other pertinent information are available at www.palau.gov.net/stat.

Up-dated data from the Bureau of Immigration and Labor, the Chamber of Commerce, and the Bureau of Public Service System, are obtained on a monthly basis by the WIOA Office, added to the employers/service providers list on the Hire Palau VOS system and readily made available to workforce customers.

As part of the vision for a demand-driven workforce, educational, and economic systems, labor market information within the regional economies of Guam (Hire Guam) and Hawaii (Job Bank of America) as well as the US Mainland can be accessed through the Internet as services provided by the WIOA Office.

The President and his State Board has established, adopted, and certified workforce policies that are in direct compliance with applicable Federal and State laws and regulations. There is only one mandatory Federal partner program operating in Palau that is the Adult Education and Literacy Program administered by the Ministry of Education and the program is operated in compliance with required Federal and State regulations. All other partners as members of the State Board have agreed and adopted the State workforce investment policies so established.

The President's Cost Reduction Policy is an important policy that sets directives and flexibility for the entire Republic's workforce and education's system to have the ability to simplify regulations, particularly those that unnecessarily impede efforts to improve Palau's business climate and economy. Although Palau does not have a One-Stop Service Center co-located in one building, the State Board through collaborative efforts with the partners will continue to provide customers access to a full range of services pertaining to employment, training, and education, employer assistance, and guidance for obtaining other assistance. The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs.

The workforce investment policy for selection of service providers sets the following criteria. The service provider submits a project or program application to the WIOA Office that includes information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA
Specifies equitable budget for the program;

Past performance of delivery of quality services and effective training Fiscal accountability with regards to financial transactions, records keeping and maintenance;

Proposed training and services is not a duplication of already existing facilities or services;

Provides vocational and/or educational opportunities;

Assurance of delivery services to ensure that participants attain competencies set by the State Board Assurance that youth service provider shall adhere to set youth training policy;

Guarantee of placement in such occupations for OJT and Customized training participants; and

Ability to coordinate activities with State Board WIOA partners.

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program conducted; Percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program conducted;

Wages at placement in employment of all individuals participating in the applicable program
The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as: Percentage of completers placed in unsubsidized employment Retention rates in unsubsidized employment; 13 weeks after the day of employment Wages of participants, after

first day of employment; Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills, and Information on program costs such as tuition or fees.

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

The State Board and WIOA Office has developed a policy for identifying youth providers that incorporate effective youth development principles and practices that are aligned with the following WIOA performance measures: Youth Program Elements Tutoring, Study Skills, Dropout Prevention Alternative Education Occupational Skills Training Work Experience Summer Employment Adult Mentoring Guidance and Counseling Supportive Services Leadership Development Follow-Up The criteria include those that:

- develop relationship between youth and caring adults
- involve family members
- build youth responsibility
- develop youth citizenship and leadership skills
- place high expectations on youth and staff
- provide appropriate services based on a youth's age and needs
- demonstrate prior successes in providing employment and training services
- prepare youth for success in the workforce
- improve high support of youth
- demonstrate the connection between work and learning
- provide comprehensive guidance, and, where applicable, counseling beyond the current criteria that State Board's Executive Committee and the Youth Council use in identifying effective youth providers and activities.

The State Board have adopted the U. S. Department of Labor's new strategic vision that prioritize services to: Out-of-school youth (and those most at risk of dropping out) WIOA-funded youth programs must provide youth with quality secondary and post-secondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

Palau WIOA Office State Workforce Policy No. 07-22-2015, Con-Enrollment Policy for WIOA Title I and Title II programs.

The two WIOA partners constitute the "core program provision": Title I (Adult, Dislocated Worker, and Youth), Title II (Adult Education). When an individual enters Palau WIOA Office/American Job Center they receive an initial assessment from staff. The objective of this assessment is to determine which programs the individual qualifies for and the best course of action to accomplish their desired career path. By using Hire Palau VOS system, the Palau WIOA Office/American Job Center staff is able to record interaction with the individual and retain a record of the multiple programs they are enrolled in. This digital database will provide a comprehensive view of offered services and eliminate duplication.

The purpose of co-enrollment is to leverage resources for maximum benefit to an individual. The Palau WIOA will:

- Revise and integrate the development of apprenticeship framework into existing WIOA Partner Agencies' Memorandum of Understanding with identified program sponsors.
- In partnership with Palau Community College and Ministry of Education to develop curricula and standards for Registered Apprenticeship.
- Support and provide technical assistance for sponsors in the development of apprenticeship programs and registration standards.

- Provide support and training for mentors of apprentices.
- Recruit, screen, and enroll registered apprentices, including those from underrepresented populations, such as women, youth, veterans, and persons with disabilities.
- Develop and define quality framework for pre-apprenticeship program designed to prepare individuals to enter and succeed in a Registered Apprenticeship program that incorporates the following elements.
 - Approved training and curricula is based on industry standards and approved by the documented Registered Apprenticeship partner (s) that will prepare individuals with the skills and competences needed to enter one or more Registered Apprenticeship program (s).
 - Strategies that increase Registered Apprenticeship opportunities for under-represented, disadvantaged or low –skilled individuals that upon completion they will meet the entry requirements, gain consideration, and are prepared for success in or more Registered Apprenticeship program (s).

For example, if an individual is unable to pay for the required CASAS assessment and related documents to attend training classes then co-enrollment would be strongly encouraged. The additional funding stream provided by WIOA Title could cover the cost of assessment that will enable workforce customer to attend Hi-Set classroom training and pre-apprenticeship program for young adults and out of school youths.

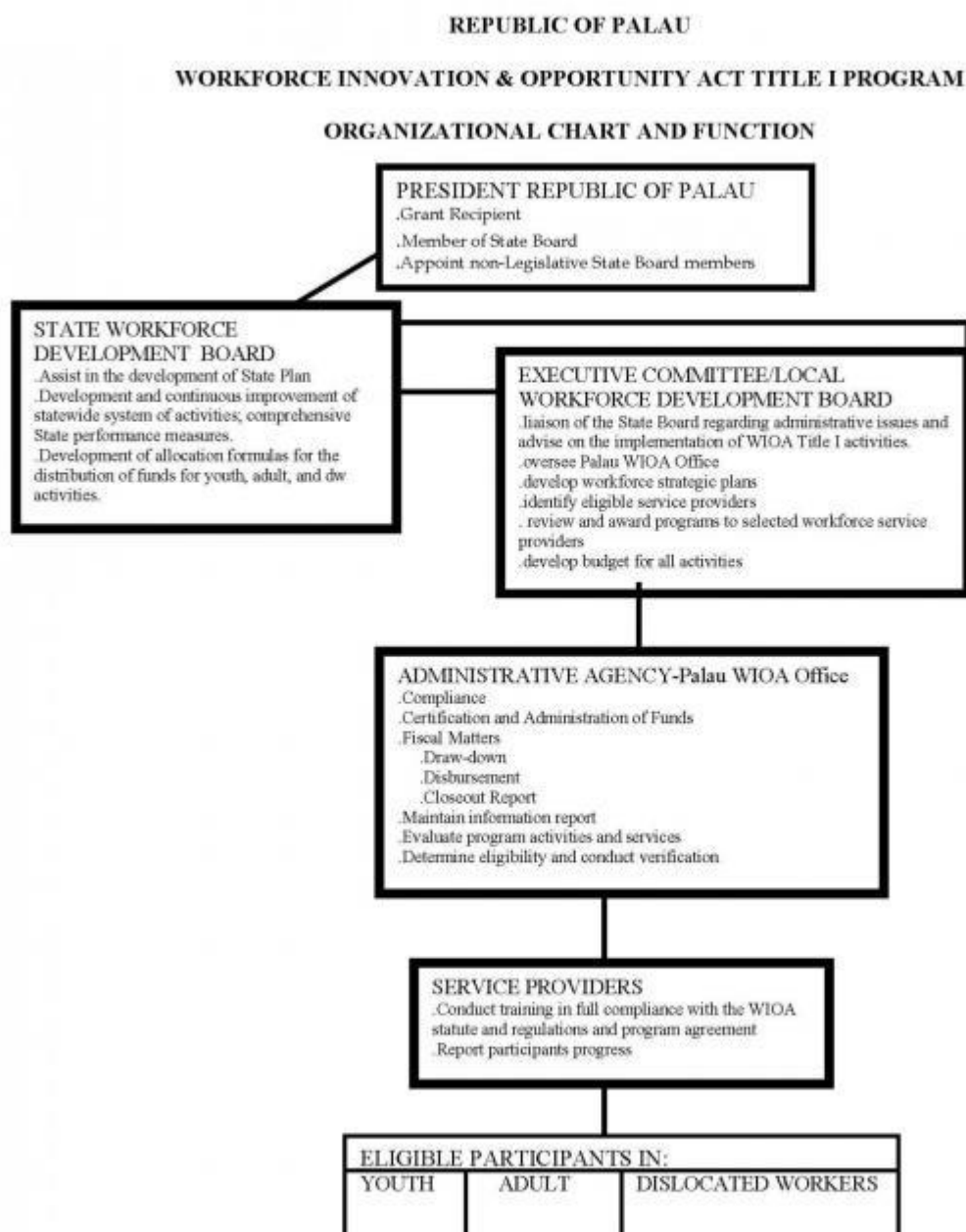
3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

The President of Palau, as chief elected official is the Grant Recipient for Workforce Innovation and Opportunity Act Title I Adult, Youth, and Dislocated Workers Funds. He is also a member of the State Board. As Chief Elected Official, he appoints non-legislative State Board members as well as the Chairman of the State Board. He also certifies members of the Executive Committee.

All State Board members, including those from the public sector, were recommended to the President for selection because of their individual leadership experience and abilities. These individuals agreed to serve on the State Board prior to their nominations. Letters of appointments from the President's Office were sent out to each individual and to the WIOA Office. These appointed members are leaders in the Palau community, both in business and in government, and have vested themselves in continuously preparing Palau's workforce to support economic development and improving the quality of life as "Palauans for all Palauans" and to work together supporting the concept of "Innovative Learning and Excellence".

The leadership from the President enables the State Board and its Committees to have the support and authority to bring to the various partners and community stakeholders collectively toward a more cohesive and coordinated effort of serving and outfitting the human resource to achieve the vision of the workforce system. Board members from across governmental agencies, the National Legislature, the Education System of K-12, the community college, and major business representatives will have the interest, expertise, and resources to meet the requirements of WIOA and that of the Republic's workforce system. Employers and their employees are beneficiaries of the system and they will have the leadership role in shaping the Board's roles and responsibilities. As a direct result of this combined leadership, the Board will be well prepared to assess and mold a demand-driven workforce system.



The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs. The state workforce policy for selection of eligible employment training providers sets the following criteria.

The service provider submits a project or program application to the WIOA Office that *includes* information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA

Specifies equitable budget for the program

Past performance of delivery of quality services and effective training

Fiscal accountability with regards to financial transactions, records keeping and maintenance

Proposed training and services is not a duplication of already existing facilities or services

Provides vocational and/or educational opportunities

Assurance of delivery services to ensure that participants attain competencies set by the State Board

Assurance that youth service provider shall adhere to set youth training policy

Guarantee of placement in such occupations for OJT and Customized training participants

Ability to coordinate activities with State Board WIOA partners

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program conducted

Percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program conducted

Wages at placement in employment of all individuals participating in the applicable program

The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as:

Percentage of completers placed in unsubsidized employment

Retention rates in unsubsidized employment

Wages of participants, after first day of employment

Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills,

Pre-apprentice and registered apprenticeship participants; and

Information on program costs such as tuition or fees

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

B. STATE BOARD

The State Board is responsible for assisting the President in all functions outlined in WIOA section 111(d). These functions are carried out through the State Board's Executive Committee and the Youth Committee. Policies and procedures have been developed, maintained, and followed by the WIOA Office to carry out the functions of the State Board. All policies developed are presented to the full State Board for action. Once the policies are adopted, the State Board

works closely with its committees to implement them in the delivery of workforce investment activities.

The State Board is comprised of 19 members in the following categories:

- The President of Palau (Chief Elected Official); One senator and One delegates from the National Legislature (The Olbiil Era Kelulau) • *Eight members representing the private sector* ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives. (Matthew Rudimch (Rudimch Enterprise), Chairman; Uchel Tmetuchl (Airai KB Shell), Vice Chairman; Kaleb Udui, Jr. (Palau Chamber of Commerce) Joseph Koshiba (Bank Pacific), Lucy Sugiyama (Palau Pacific Resort Managing Director) Tokie Suzuki (Palau Pacific Resort, HR Department), Tamae Adachi (Surangel & Sons, Co., HR Department), Augustine Mesebeluu (Okemii Deli-Small Business Rep.).
- Two members representing community-based/non -profit organizations (President, Belau Tourism Association; President, Belau Boater's Association) • One member from the Bureau of Immigration and Labor • Four members from the secondary education and post-secondary education (Minister of Education, Adult Education and Literacy Program Coordinator; President of Palau Community College, Dean of Continuing Education and Lead Program Coordinator for Palau Skilled Workforce Act - RPPL 10-34) • One member representing Workforce Innovation and Opportunity Act Title I-B Youth, Adult, and Dislocated Worker programs

Executive Committee's composition of seven members:

- Five members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives; • One member from the Division of Labor • One member from the secondary education

(1) Functions of the State Workforce Development Board:

Assist the President to: Develop Statewide Plan; Develop and continue improvement of a statewide system of activities funded under subtitle B of Title I of WIOA; Develop linkages and collaboration of programs to eliminate duplication of services, including as necessary, addressing any impasse situations in the development of formal agreements among workforce partners; Develop allocation formulas for the distribution of adult employment and youth activities; and Develop and continue to improve on comprehensive State adjusted levels of performance, assess effectiveness of the workforce investment activities in the State, as required under WIOA.

Functions of the Executive Committee: Serve as - • Liaison of the State Board regarding administrative issues; • Advise the State Board on the implementation of the WIOA Title I-B activities; • Be the local grant subrecipient through established written agreement with the President • Oversee WIOA Office; • Develop statewide and local plans for WIOA Title I activities • Identify eligible service providers; • Establish performance measures; • Review and award programs to selected service providers; • Review and approve budget developed by the WIOA Office; • Ensure policies and procedures are in place to track expenditures and program performance.

Youth Committee: Established with State Board members of representatives of agencies serving in-school and out-of-school youths:

Minister of Education Program Coordinator - Adult Education & Literacy Program, Ministry of Education President of Palau Community College Dean of Continuing Education, Palau

Community College Executive Director - WIOA Office Chairman, Youth Services Team President
- Belau Employers and Education Alliance President - Belau Family School Community Alliance

Functions of the Youth Committee: Assist the Executive Committee to develop youth portion of the State Plan; Recommend eligible providers of youth activities; Conduct oversight of eligible youth activities; Coordinate youth activities authorized under WIOA; Serves as a catalyst for engaging youth providers in policy development and service design of a comprehensive youth system; Other duties as specified by the Executive Committee.

The State Board and the Youth Committee meets on a quarterly basis while the Executive Committee meets on a monthly basis. Notice of meetings is given to all members by personal delivery, fax, or through e-mail. These meetings are published through public announcements and are open to the general public's interests.

Meetings are held at accessible places that allow all people including individuals with disabilities. Minutes of meetings are recorded, documented, and kept in file at the WIOA Office. The documents are issued on a timely manner and distributed to all Board members for review, information, and adoption. State Board membership list, meeting agendas, and approved minutes of meetings are kept at the WIOA Office and are made public documents accessible and available to the public.

Republic of Palau State Workforce Policy No. 07-022-2000 addresses State Board members' conflict of interest. This policy sets forth WIOA requirement prohibiting State Board member from voting on a matter under consideration by the Board:

- Regarding provision of services by such member or by an entity that such member represents; or
- That would provide direct financial benefit to such member or the immediate family of such member; or
- Engaging in any other activity determined by the President to constitute a conflict of interest in the State Plan.

I. MEMBERSHIP ROSTER

The composition of the State Workforce Development Board is as follows:

The State Board is comprised of 20 members in the following categories:

- The President of Palau (Chief Elected Official) Tommy E. Remengesau, Jr. (§679.110(b)(1))
- One senator (Senator Regis Akitaya) State Legislature (The Senate, Olbiil Era Kelulau) (§679.110(b)(2))
- One Delegate (Delegate W. Mengkur Rechelulk) State Legislature (House of Delegates, Olbiil Era Kelulau) (§679.110(b)(2))

Eight members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives

(§679.110(b)(3))

- Matthew Rudimch (Rudimch Enterprise), Chairman-(§679.110(b)(3)(i)(A))
- Uchel Tmetuchl (Airai KB Shell), Vice Chairman-(§679.110(b)(3)(i)(A))
- Kaleb Udui, Jr. (Palau Chamber of Commerce)- (§679.110(b)(3)(i)(A))
- Joseph Koshiba (Bank Pacific) (Member, Palau Chamber of Commerce) (§679.110(b)(3)(i)(A))
- Lucy Sugiyama (Palau Pacific Resort Managing Director) (§679.110(b)(3)(i)(A)(B))
- Tokie Suzuki (Palau Pacific Resort, HR Department) (§679.110(b)(3)(i)(A)(B))
- Tamae Adachi (Surangel & Sons, Co., HR Department) (§679.110(b)(3)(i)(A)(B))
- Augustine Mesebeluu (Okemii Deli-Small Business Rep.). (§679.110(b)(3)(i)(D))

Two members representing community-based/non -profit organizations

- Sam Scott - Belau Tourism Association(§679.110(b)(3)(i)(C))
- Jennifer Sugiyama - Belau Boater's Association(§679.110(b)(3)(i)(C))

- John Kintaro, President, Belau Employers and Educators Alliance
 - Sylverius Tellei, Director, Bureau of Immigration and Labor (§679.110(b)(ii)(3)(A))
- Section 169.110(b)(ii)(A) – There are no labor organizations in Palau
- Four members from the secondary education and post-secondary education
- Sinton Soalablai, Minister of Education
 - R. Oreng Ngemaes, Adult Education and Literacy Program Coordinator
 - Dr. Patrick U. Tellei, President of Palau Community College
 - Dean Robert Ramarui, Academic Affairs and Program Coordinator for Palau Skilled Workforce Act - RPPL 10-34)
 - Josephine Ulengchong, Director, Palau WIOA Office (Workforce Innovation and Opportunity Act Title I-B Youth, Adult, and Dislocated Worker programs)
- Executive Committee's composition of seven members:
- Five members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives;
 - One member from the Division of Labor
 - One member from the secondary education
 - Matthew Rudimch (Rudimch Enterprise), Chairman- (§679.110(b)(3)(i)(A))
 - Uchel Tmetuchl (Airai KB Shell), Vice Chairman- (§679.110(b)(3)(i)(A))
 - Kaleb Udui, Jr. (Palau Chamber of Commerce)- (§679.110(b)(3)(i)(A))
 - Joseph Koshiba (Bank Pacific) (Member, Palau Chamber of Commerce) (§679.110(b)(3)(i)(A))
 - Lucy Sugiyama (Palau Pacific Resort Managing Director) (§679.110(b)(3)(i)(A)(B))
 - Sylverius Tellei, Director, Bureau of Immigration and Labor (§679.110(b)(ii)(3)(A))
 - Sinton Soalablai, Minister of Education

Youth Council

- R. Oreng Ngemaes, Adult Education and Literacy Program Coordinator
- Dr. Patrick U. Tellei, President of Palau Community College
- Dean Robert Ramarui, Academic Affairs and Program Coordinator for Palau Skilled Workforce Act - RPPL 10-34)
- Josephine Ulengchong, Director, Palau WIOA Office (Workforce Innovation and Opportunity Act Title I-B Youth, Adult, and Dislocated Worker programs)
- John Kintaro, President, Belau Employers and Educators Alliance

II. BOARD ACTIVITIES

(1) Functions of the State Workforce Development Board:

Assist the President to: Develop Statewide Plan; Develop and continue improvement of a statewide system of activities funded under subtitle B of Title I of WIOA; Develop linkages and collaboration of programs to eliminate duplication of services, including as necessary, addressing any impasse situations in the development of formal agreements among workforce partners; Develop allocation formulas for the distribution of adult employment and youth activities; and Develop and continue to improve on comprehensive State adjusted levels of performance, assess effectiveness of the workforce investment activities in the State, as required under WIOA.

Functions of the Executive Committee: Serve as - • Liaison of the State Board regarding administrative issues; • Advise the State Board on the implementation of the WIOA Title I-B activities; • Be the local grant subrecipient through established written agreement with the President • Oversee WIOA Office; • Develop statewide and local plans for WIOA Title I activities • Identify eligible service providers; • Establish performance measures; • Review and award programs to selected service providers; • Review and approve budget developed by the WIOA Office; • Ensure policies and procedures are in place to track expenditures and program performance. Functions of the Youth Committee: Assist the Executive Committee to develop youth portion of the State Plan; Recommend eligible providers of youth activities; Conduct

oversight of eligible youth activities; Coordinate youth activities authorized under WIOA; Serves as a catalyst for engaging youth providers in policy development and service design of a comprehensive youth system; Other duties as specified by the Executive Committee.

The State Board and the Youth Committee meets on a quarterly basis while the Executive Committee meets on a monthly basis. Notice of meetings is given to all members by personal delivery, fax, or through e-mail. These meetings are published through public announcements and are open to the general public's interests.

Meetings are held at accessible places that allow all people including individuals with disabilities. Minutes of meetings are recorded, documented, and kept in file at the WIOA Office. The documents are issued on a timely manner and distributed to all Board members for review, information, and adoption. State Board membership list, meeting agendas, and approved minutes of meetings are kept at the WIOA Office and are made public documents accessible and available to the public.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

The State Workforce Development Board, its Executive Committee/Local Board has established an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners through this annual review chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

Palau's assessment results from core programs are outline below. These assessment results will help guide the strategies developed to enhance outcomes and create better opportunities for Palauan citizens to be successful.

Title I – Adult, Youth, and Dislocated Workers

Palau's performance goals for PY 2018-2019 were established in cooperation with U.S. Department of Labor's Employment and Training Administration. The Hire Palau Virtual One Stop System (VOS) began in the latter part of 2017. The following report covers performance and activities for Adults, Dislocated Workers, and Youth receiving WIOA funded services in Palau taken directly from the Statewide Performance Report (ETA-9169 Form). Cumulatively, this information provides a look at the employment experiences of program participants who exited programs into the economy to become part of the workforce. The measures examine job placement during the second quarter after exit, placement during the fourth quarter after exit, and earnings.

WIOA Adult Program Performance – Performance results for the WIOA Adult Program in PY 2018. In PY 2014, a total of 88 Adult participants were served. Further, a total of 78 Adult participants were exited within the April 1, 2018 through March 31, 2019 reporting period. The entered employment and retention rates achieved during PY2018 shows entered employment (Q2) Cohort Period of 7/1/17-6/30/18 at 15 and retention rate of 39.5%. The entered employment (Q4) Cohort Period of 1/1/2017-12/31/2017 at 10 and retention rate of 47.6%. Median Earnings Cohort Period (7/1/207 – 6/30/2018) at \$2,564; Credential Rate Cohort Period of 1/1/2017-12/31/2017 at 1 and 33.3%, respectively; and Measurable Skill Gains Cohort Period of 7/1/2018-6/30/2019 at 56 and 90.3% respectively.

WIOA DW Program Performance – Performance results for the WIOA DWt Program in PY 2018. In PY 2014, a total of 9 DW participants were served. Further, a total of 11 DW participants were exited within the April 1, 2018 through March 31, 2019 reporting period. The entered employment and retention rates achieved during PY2018 shows entered employment (Q2) Cohort Period of 7/1/17-6/30/18 at 3 and retention rate of 33.3%. The entered employment

(Q4) Cohort Period of 1/1/2017-12/31/2017 at 3 and retention rate of 60.0%. Median Earnings Cohort Period (7/1/207 – 6/30/2018) at \$1,820; Credential Rate Cohort Period of 1/1/2017-12/31/2017 at 0; and Measurable Skill Gains Cohort Period of 7/1/2018-6/30/2019 at 2 and 50.0% respectively.

WIOA Youth Program Performance – Performance results for the WIOA Youth Program in PY 2018. In PY 2014, a total of 143 Youth participants were served. Further, a total of 17 Youth participants were exited within the April 1, 2018 through March 31, 2019 reporting period. Youth Employment/Education/Training Rate for PY2018 during (Q2) Cohort Period of 7/1/17-6/30/18 shows 9 and rate of 52.9%. Youth Employment/Education/Training Rate for PY2018 during (Q4) Cohort Period of 1/1/17-12/31/2017 shows 7 and rate of 77.8%. Median Earnings Cohort Period (7/1/207 – 6/30/2018) at \$0; Credential Rate Cohort Period of 1/1/2017-12/31/2017 at 0; and Measurable Skill Gains Cohort Period of 7/1/2018-6/30/2019 at 9 and 7.3% respectively.

The assessments taken from the Hire Palau VOS may contain some erroneous entries by the Palau WIOA Office case management staff due to their being very new to the system and are still undergoing virtual training and assistance from Guam Department of Labor through Geographic Solutions.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

Although Palau does not have a One-Stop Center co located in one building, through formal agreements between core, required, and other partners, each partner have their in-house assessment tools for their respective programs.

The Hire Palau VOS system enables common intake of customers of WIOA core partners (Palau WIOA Office/American Job Center and Ministry of Education Adult Education and Literacy Program).

The State Workforce Development Board, its Executive Committee/Local Board has established an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners during the annual review chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

C. PREVIOUS ASSESSMENT RESULTS

The Palau WIOA Office/American Job Center since the latter part of 2017 began using the "Hire Palau" Virtual One Stop system of registering workforce customers that includes job seekers and employers, for WIOA Title I program. In December of 2019, there was initial training for inclusion of Title II customers that will eventually be utilized by the core partner.

The following reporting data from PY 2018 shows that Palau WIOA Staff will undergo further training on the Hire Palau VOS System and have taken WIOA Performance 101 Part I training and getting ready for Part II through workforceegps.

Palau's assessment results from core programs are outline below. These assessment results will help guide the strategies developed to enhance outcomes and create better opportunities for Palauan citizens to be successful.

Title I – Adult, Youth, and Dislocated Workers

Palau's performance goals for PY 2018-2019 were established in cooperation with U.S. Department of Labor's Employment and Training Administration. The Hire Palau Virtual One Stop System (VOS) began in the latter part of 2017. The following report covers performance and activities for Adults, Dislocated Workers, and Youth receiving WIOA funded services in Palau taken directly from the Statewide Performance Report (ETA-9169 Form). Cumulatively,

this information provides a look at the employment experiences of program participants who exited programs into the economy to become part of the workforce. The measures examine job placement during the second quarter after exit, placement during the fourth quarter after exit, and earnings.

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WIOA Youth Program Performance – Performance results for the WIOA Youth Program in PY 2018. In PY 2014, a total of 143 Youth participants were served. Further, a total of 17 Youth participants were exited within the April 1, 2018 through March 31, 2019 reporting period. Youth Employment/Education/Training Rate for PY2018 during (Q2) Cohort Period of 7/1/17-6/30/18 shows 9 and rate of 52.9%. Youth Employment/Education/Training Rate for PY2018 during (Q4) Cohort Period of 1/1/17-12/31/2017 shows 7 and rate of 77.8%. Median Earnings Cohort Period (7/1/207 – 6/30/2018) at \$0; Credential Rate Cohort Period of 1/1/2017-12/31/2017 at 0; and Measurable Skill Gains Cohort Period of 7/1/2018-6/30/2019 at 9 and 7.3% respectively.

D. EVALUATION

The Hire Palau VOS system of performance reporting submits timely quarterly report and annual report to the Workforce Integrated Performance System (WIPS).

The National Congress and Office of the President of Palau require annual fiscal year budgeting and reporting due at the respective offices in April of each year. Through the Hire Palau VOS system, the State Board and the two WIOA core partners of Adult, Dislocated Workers, and Youth and Adult Education and Literacy Program (when included for deployment), shall include these other local reports into the system that can be viewed and a generated to the respective reporting agencies.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

A. FOR TITLE I PROGRAMS

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

As a single state workforce area, Palau WIOA Office and the State Board's Executive Committee and Youth Committee has established youth policy that is in accordance with WIOA section 128 (b)(2) and (b)(3) stating that not less than 75% of youth program funds will be expended for out of school youth workforce and related activities. Not less than 20% of the youth program funds will be expended to work experience that includes on the job training program. The policy may be revised should Palau submits request for Waiver of Youth Funds distribution for less than 75% in anticipation of pre-apprenticeship program that will complement the newly awarded Apprenticeship Expansion Grant.

The percentage of the funds distribution will also fund those out of school youth population from the Adult Education and Literacy Program under the Ministry of Education as well as the Adult High School (funded through Talent Search Program) under the Palau Community College. Again, as a single state and local area, Palau will not be distributing funds to local areas.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

Adult customers shall meet the requirements set forth in WIOA Section 3 (2) "adult" means an individual who is 18 years old or over.

Dislocated Worker customers shall meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16). Eligible adults and dislocated workers customers must receive "core" services

Eligibility of individuals to workforce services funded under the Workforce Innovation and Opportunity Act Title I-B programs are stated in established state workforce policies. The State Board has revisited the workforce policies and has incorporated and revised the policies to include veterans and their spouses meeting WIOA eligibility requirement, to fall under the category of priority customers of workforce services. All state workforce policies have been adopted and certified by the State Board .

Services to Special Population

Because funds for employment and training are considered limited in Palau, priority for services will be given to disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non-traditional employment, low income individuals, and individuals with multiple barriers consistent with WIOA laws and regulations.

Palau as a single state and local area will not be distributing funds to local areas under this program.

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

Dislocated Worker customers shall meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16). Eligible adults and dislocated workers customers must receive "core" services

Eligibility of individuals to workforce services funded under the Workforce Innovation and Opportunity Act Title I-B programs are stated in established state workforce policies. The State Board has revisited the workforce policies and has incorporated and revised the policies to include veterans and their spouses who meet the WIOA eligibility requirement, to fall under the category of priority customers of workforce services. All state workforce policies have been adopted and awaiting certification by the State Board when the WIOA federal regulations become final.

Services to Special Population Because funds for employment and training are considered limited in Palau, priority for services will be given to disabled individuals, dislocated workers,

displaced homemakers, women, training opportunities for non-traditional employment, low income individuals, and individuals with multiple barriers consistent with the WIOA laws and regulations.

Palau as a single state and local area will not be distributing funds to local areas under this program.

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

As a single state and local service delivery area, the Palau Ministry of Education (hereafter referred to as "MOE") is the only agency within Palau that is solely responsible for the administration and implementation of primary and secondary education including adult education activities in Palau aimed at developing educated and skilled workers for Palau.

Palau Ministry of Education shall follow the requirements for awarding multi-year grants or contracts on a competitive basis to eligible agencies and providers showing demonstrated effectiveness.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

As a single state and local service delivery area, the Palau Ministry of Education (hereafter referred to as "MOE") is the only agency within Palau that is solely responsible for the administration and implementation of primary and secondary education including adult education activities in Palau aimed at developing educated and skilled workers for Palau.

The Ministry of Education shall be responsible for ensuring direct and equitable access to all AEFLA program walk-in customers including referrals.

C. VOCATIONAL REHABILITATION PROGRAM

Palau does not receive Vocational Rehabilitation Program funding.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

The Ministry of Education that oversees the Adult Education and Literacy Program having its Minister as member of the State and Workforce Boards will continue to collaborate, connect, and create statewide work and education related learning strategies. Training on integration activities will be conducted with topics to include job readiness and soft skills training including 21st century skills such as digital literacy, financial literacy, critical thinking and reading, locating information, and life skills.

Upon final inclusion of specific program requirements under Title II into the current Hire Palau VOS system that registers workforce customers, the common data elements should be captured in the same system for both Title I and Title II customers.

The Palau WIOA Office/American Job Center's data system of Hire Palau Virtual One Stop system tracks participants under Title I program and will be able to include Title II specific program and customers that should be streamlined and generated and reported to the WIPS and Department of Education's required reports.

Palau WIOA Office/American Job Center uses the Hire Palau VOS system that implements common intake and data collection that follows the WIOA Participant Individual Record Layout (PIRL) and integrated into the system that generates the quarterly and annual report to the WIPS system.

Palau WIOA Office uses the Hire Palau Virtual One Stop system of capturing all the required performance and submits its quarterly and annual report through this system to the WIPS.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Palau WIOA Office/American Job Center staff underwent training on the use of the Virtual One Stop (VOS) system in Guam and currently using the system to register and enroll workforce customers. Quarterly and annual performance reports generated from the system into the WIPS shows the success and/or room for improvement on data input. The negotiated level of performance are integrated into the system that enables assessment of the respective programs.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Palau does not have Unemployment Insurance (UI) Wage Record Data.

D. PRIVACY SAFEGUARDS

The Ministry of Education, Palau Community College, and the Palau WIOA has policies in place that describes privacy safeguards as required by section 444 of the General Education Provisions Act.

7. PRIORITY OF SERVICE FOR VETERANS

The State Board, Local Board and its Committees, and Palau WIOA Office and all its workforce partners shall prioritize services to any veterans from the United States Armed Forces to workforce services and activities pursuant to established policy in compliance with the Jobs for Veterans Act (PL 107-288, 38USC 4215).

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Although Palau does not have a one stop career center co-located in one building, the Ministry of Education, the Palau Community College, and Palau WIOA Office have policies that comply with section 188 of WIOA and further have special accessibility areas for individuals with disabilities.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

There are only two official languages of Palau (local language - Palauan) and English. The workforce and education partners all speak and understand these two languages.

IV. COORDINATION WITH STATE PLAN PROGRAMS

The core partners of WIOA Title I and II programs as well as the required partner of Carl D. Perkins (Career and Tech Prep) programs are all members of the State Board, Executive Committee/Local Board, as well as the Youth Committee and met several times during regular and special meetings during the planning and writing of the State Plan.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes

The State Plan must include	Include
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

Palau is a single state workforce area and the President of the Republic of Palau, as the chief elected official, restructured its State Workforce Development Board (State Board) to include all community stakeholders from the private and public sector of the Republic. He structured the number of members in the Executive Committee from the State Board to act as State Board Liaison/Local Board and the WIOA Adult, Youth, and Dislocated Worker Grant Sub-recipient. The State Board selected members to become the Youth Committee to review potential providers of youth activities; conduct oversight and other relevant youth activities under the workforce system.

As a single state workforce area, Palau has been operating its workforce investment system on a collaborative partnership with education and the business community toward a better developed, improved, and sustainable economy.

Palau is very much committed to improving, aligning and integrating workforce delivery systems under Combined State Plan guidelines. The Executive Committee which consists of a majority of private business executives shall perform their specific roles and responsibilities working directly with the WIOA Office Director to further develop and enhance existing demand-driven workforce system and strengthened partnership with education and economic sectors for integration and collaboration of workforce activities. The Board developed its agenda of further development and improvement of the workforce system to strengthen the achievements of workforce, education, business and economic development. This Combined State Plan development process highlights the following strategies:

- Increase access to and opportunities for the employment, education, training, and support services to individuals, and in particular, those with barriers to employment and need to succeed in the labor market;
- Align workforce investment, education, and economic development systems in support of a comprehensive, accessible, accountable, and high-quality workforce development system;
- Improve the quality and labor market relevance of workforce investment, education, and economic development efforts;
- Promote improvement in the structure and delivery of services;
- Increase the prosperity of workers and employers, the economic growth of communities, regions and the global competitiveness of the nation;
- Provide innovative workforce investment activities, through integrated workforce development systems, that increase employment, retention, and earnings of participants and that increase postsecondary credential attainment and, as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity and competitiveness of the nation;

-Measure effectiveness, improve transparency, and support informed consumer choice through performance reporting, evaluation, and data systems that support these activities; and

Shall further:

- Create awareness and a sense of urgency around the importance of workforce and economic development that will inform and motivate state and local policy makers, business, education and political leaders about the critical nature of addressing workforce, education, and economic development challenges.

-Build and align a demand-driven system that clearly reflects the employment needs of the industry clusters strengthen partnership aligned to business needs, and to enhance the comprehensive workforce information system.

-Identify and eliminate barriers that inhibit workers from getting the education and training needed to be employable, and employers getting the quantity and quality of the workforce needed.

-Develop systems to measure and report the quantitative and qualitative workforce system impact on local and regional economies and individuals.

-Ensure continuous improvement toward a demand-driven workforce system.

The State Board's Executive Committee and the Youth Committee undertook a comprehensive planning initiative to set a new strategic direction for the Board to build a highly competitive workforce in Palau.

Formal agreements have been developed and signed by all workforce partnership with the WIOA Office and the State Board that include Palau Community College, the Ministry of Education, Ministry of Health, the Chamber of Commerce, and the Belau Employers and Education Association. The agreements set forth collaborative services offered by each partner agency to all workforce customers.

Again as a single state, Palau shall continue to improve workforce and education strategies with each partner agencies to provide services to the customers, employees and employers.

Palau is a small and single state service delivery area and will not be designating local areas.

Although Palau does not have a One-Stop Center co-located in one building, the workforce that includes economic sectors and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

The Divisions of Labor and Citizens Job Placement Offices are located in the center of Korbor directly across from the Palau Community College, the WIOA Office, and walking distance to the Ministry of Education. This action moves forward the concept of a one-stop career center to a close realization of accessible workforce and education services to customers and the employers, our partners.

Palau is in the planning stage of building a One-Stop Career and Education Services Center within the Ministry of Education and Palau High School compound. This infrastructure shall be constructed and funded by sources identified by the Palau National Government and the Palau National Legislature (The Olbiil Era Kelulau) in the next two to three years. The Minister of Education who has been a long time member of the State Workforce Board has assured all partners that this Center will house all workforce and education related programs toward one goal, accessible services to all customers.

This infrastructure to become the One Stop Career and Education Center shall be constructed and funded by non-federal sources identified by the Palau National Government and the Palau National Legislature (The Olbiil Era Kelulau) and now rescheduled in the next three to five years. Once the infrastructure of a One Stop Career and Education Services Center is complete there shall be established policies on appeal of one stop partners should the basis for such determination is inconsistent with the requirement provided for under WIOA Section 121(h)(2)(E). Again, as a single state and local service delivery area with no One-Stop Career Center infrastructure co-located for the two core programs of WIOA Title I - Youth, Adult, and Dislocated Workers Program and Title II - Adult Education and Family Literacy Act, a formal memorandum of understanding between the State Board and the Ministry of Education has been established to spell out the services provided by these two core programs in serving and referrals of workforce customers.

2. STATEWIDE ACTIVITIES

Adults and Dislocated Workers Eligible adults and dislocated workers customers must receive “core” service prior to receiving any receiving any “training” service.

Eligibility of individuals to workforce services funded under the Workforce Innovation and Opportunity Act Title I-B programs are stated in established state workforce policies. The State Board has revisited the workforce policies and has incorporated and revised the policies to include veterans and their spouses who meet the WIOA eligibility requirement, to fall under the category of priority customers of workforce services. All state workforce policies have been adopted and certified by the State Board.

1. Core Services There are two types of “core” services. There are those core services available to all customers that do not require staff assistance (consistent with the “universal access” principle of WIOA), and there are core services that require staff assistance or significant staff assistance. This is the same as saying there are core services that don’t require registration, and then there are core services that do require an individual to be registered and, thus, part of the Palau WIOA database system (Hire Palau VOS) and included in performance calculations at some point.

Core services include the following: • Determination of eligibility for WIOA services • Initial assessment of skill levels, aptitudes, abilities, supportive service needs • Provision of information regarding job vacancies and training providers • Follow-up services, including counseling regarding the workplace • Other similar services

Participants must receive at least one core service before progressing to the next level of service.

2. Training Services In general, training services may be provided to participants unable to obtain or retain employment through intensive services, who are determined to be in need of training services and to have the skills and qualifications to participate in training that is linked either to local employment opportunities or employment opportunities where the individual is willing to relocate.

Training services include the following: • Occupational skills training, including training for nontraditional employment • Cooperative education programs, combining training and related instruction • Work Experience • Skill upgrading and retraining • Entrepreneurial training • On-The-Job training or Customized training for an employer committed to employing those successfully completing training

3. Services to Special Population Because funds for employment and training are considered limited in Palau, priority for intensive and training services will be given to disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non-traditional

employment, low income individuals, and individuals with multiple barriers consistent with the WIOA laws and regulations.

Rapid Response Not more than 25% of the dislocated worker funds will be allocated to statewide rapid response activities. The State Board and its Executive Committee will determine the criteria for awarding funds to rapid response activities, as the needs arise and are identified, through the WIOA Office to provide services that include but not limited to:

Assistance and training to individuals, whenever applicable, in case of natural disaster, and

In case of mass layoff, do on-site contact with employers for:

Layoff plans and schedule of employer

Economic development plans to avert layoff ?Identify affected dislocated workers and needs

On a given program year, if there are no rapid response activities, due to absence of massive layoffs of workers for reasons of plant closure or government closeout, the rapid response funds will be used at the end of each program year as additional dislocated worker funds for displaced homemakers workforce activities.

Youths As have been discussed in this Plan, Palau has adopted and added on to the criteria currently being used by the State Board's Executive Committee and the Youth Committee, the U. S. Department of Labor's new strategic vision that prioritize services to youth:

1. Out-of-school youth (and those most at risk of dropping out) 2. WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities

Youth customers should meet the requirements at WIOA Sections 3 (27) and (46) for activities authorized under Section 129.

Additional youth eligibility criteria established by the State Board as a youth who: is currently attending an educational program, has previously dropped out of educational program or has poor attendance patterns in educational program during the last school year, and has below average grades; is not attending an educational program, has no vocational/employment goal, and has a poor work history or no work history or has been fired from a job in the last six months; deficient in basic literacy skills and who cannot compute or solve problems, read, write, or speak English, at or below grade level 4.

The State Board's Executive Committee and the Youth Committee determine the criteria for serving youth following required WIOA youth eligibility criteria, the new U. S. DOL youth criteria, and the State Board's additional youth criterion. The membership of these two groups consists of representatives of agencies working with youths or dealing with youth issues on a daily basis. These individuals were instrumental in developing the policies of services to youths. Each agency has their own application forms for their particular program that meets the requirements of their respective funding entity. Through collaborative partnership and periodical meetings of the minds, there has been eliminated duplication of similar assessments and provision of required documents.

The general flow of WIOA youth customers will start at Intake and after all required documents have been submitted to the Intake Staff shall then be certified of their eligibility to workforce activities by the Executive Director. The eligibility determination and certification that follows is inclusive to identified barriers and family income level.

1. Providing an objective assessment of their academic skill levels, skill levels, and service needs, which include a review of basic skills, occupational skills, prior work experience, possess employable skills, interests, aptitudes, supportive service needs, and developmental needs, if they have not already received this service from partner agencies; 2. Developing an Individual

Service Strategy that shall identify an employment goal, which may not be required if a recent similar document has already been developed by partner agency under another education or training program; and 3. Providing preparation for post-secondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and effective connections to intermediary organizations that provide strong links to the job market and employers.

The State Board, its Committee, and the Youth Committee have designed its youth program to follow in-school youth and out-of-school youth program components required by WIOA and:

1. Connecting WIOA with Youth Development (All youth need help to grow into healthy and productive adults): PHYSICAL & MENTAL HEALTH - Guidance and counseling Supportive services INTELLECTUAL HEALTH - Tutoring, study skills, dropout prevention Alternative secondary schools Supportive services CIVIC AND SOCIAL INVOLVEMENT - Leadership development EMPLOYABILITY - Occupational skills training Work experience Summer employment

2. Aligning Program Elements and Performance Measures following the required four youth measures for the Pacific Jurisdictions:

SERVICE PROVIDERS design programs that incorporate the principles and practices of youth development that are most likely to have in impact on WIOA performance measures

WIOA OFFICE map the big picture of WIOA youth program to make sure that youths are receiving high-quality services that will positively affect performance measures

EXECUTIVE COMMITTEE and YOUTH COMMITTEE establish policy for selection of youth service provider that include an evaluation of past performances of such a provider most like to have a positive impact on performance measures.

The Hire Palau Virtual One Stop system is the tool that collects all the required flow of services and generate reports to the WIP.

Not more than 25% of the dislocated worker funds will be allocated to statewide rapid response activities. The State Board and its Executive Committee will determine the criteria for awarding funds to rapid response activities, as the needs arise and are identified, through the WIOA Office to provide services that include but not limited to:

Assistance and training to individuals, whenever applicable, in case of natural disaster, and in case of mass layoff, do on-site contact with employers for Layoff plans and schedule of employer; Economic development plans to avert layoff; and Identify affected dislocated workers and needs

On a given program year, if there are no rapid response activities, due to absence of massive layoffs of workers for reasons of plant closure or government closeout, the rapid response funds will be used at the end of each program year as additional dislocated worker funds for displaced homemakers workforce activities.

Statewide Reserve Funds The State Board will use statewide reserve funds of not more than fifteen percent (15%) of youth, adult, and dislocated worker funds for statewide activities that will include but not limited to:

a. Disseminating the State list of eligible providers of training services, including eligible providers of non-traditional training services, information identifying eligible providers of on the job training and customized training, with information on performance and costs; b. Conducting ongoing evaluation studies of workforce investment activities in the State to promote, establish, implement, and utilize methods to continuously improve the activities to achieve high-level performance within, and high-level outcomes from statewide workforce

investment system; c. Providing capacity building of staff; d. Implementing innovative incumbent worker training programs that include displaced homemakers and non-traditional employment training; e. Operating a fiscal and management accountability

Palau, through the Compact of Free Association, does not receive FEMA services. In case of natural disasters, the President of Palau will certify state of emergency and communicate with the President of the United States designated channel of communication for FEMA to deploy to Palau and assess its needs. The WIOA Office and the State/Local Workforce Development Board, in cases of natural disasters, shall carry out statewide rapid response activities as required under WIOA Section 134(a)(2) and apply for National Dislocated Worker Grant Program when it becomes available.

Palau does not receive funds under Trade Adjustment Assistance (Trade Act).

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

As stated in this Plan, the WIOA Office as the designated American Job Center shall provide workforce employment and training services in compliance with Federal rules and regulations under the Workforce Innovation and Opportunity Act and CFR Part 652, et al. Republic of Palau Workforce Policy Nos. 7-004-2000 and 7-009-2000 set forth the process by which an individual customer receives services. Formal agreements between workforce partners spell out the array of services available to all workforce customers.

Palau does not have Employment Service and the WIOA Office opens its doors and provides services to all workforce customers of two categories: job seekers and employers.

Adult customers should meet the requirements set forth in WIOA Section 3 (2) “adult” means an individual who is 18 years old or over.

Dislocated Worker customers should meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16).

Youth customers should meet the requirement set forth in WIOA Section 3 (18) and more specifically WIOA Section 3 (27) for in-school youth and WIOA Section 3 (46) for out-of-school youth.

When a job seeker enters the WIOA Office, this customer is provided with:

Information of available workforce services and programs Listing of vacancies obtained from the Division of Labor and the Bureau of Public Service System are provided to a customer wishing to find a job right away Listing of program applications submitted by workforce service providers Intake process starts when a customer wishes to receive formal WIOA services Registration starts when a customer has brought required documents to the WIOA Office A completed intake form is then forwarded to the WIOA Executive Director for eligibility verification and certification A certified eligible WIOA customer then starts process of Career Service Plan or Employment Plan A customer may be referred to any of the workforce partner for other needed services that are not available through the WIOA Office

Assessment tools used to determine an individual’s skill is a generally accepted tool that provides definitive results.

Letters of invitation to become WIOA service providers are sent out to employers with WIOA brochure that contains information of available WIOA programs. Again, as a small island nation, the list of potential service providers is inclusive of the National Government, the State (county) governments, non-profit/community-based organizations, and the private business community, that consist of small businesses/entrepreneurships. The State Board will award programs to

potential service providers following set criteria in workforce policy that complies with WIOA requirements.

Workforce customers are monitored on a monthly basis once a workforce activity commences. The monthly monitoring visit of a workforce participant is performed by WIOA staff and State Board member(s). A workforce participant is exited based on the type of activity received. A participant who has completed all services within the ISS shall be exited after a period of ninety-days if there are no other activities or services received within this period. Follow-up services, including counseling regarding the workplace for a participant in workforce investment activities that entered into unsubsidized employment, shall be performed not less than 12 months after the first day of the employment, as appropriate.

Training Services In general, training services may be provided to participants unable to obtain or retain employment through intensive services, who are determined to be in need of training services and to have the skills and qualifications to participate in training that is linked either to local employment opportunities or employment opportunities where the individual is willing to relocate.

Training services include the following: • Occupational skills training, including training for nontraditional employment • Cooperative education programs, combining training and related instruction • Work Experience • Skill upgrading and retraining • Entrepreneurial training • On-The-Job training or Customized training for an employer committed to employing those successfully completing training

The State Board, in joint and collaborative efforts with its workforce partners in meeting the needs of the businesses, the community, and the workers, and as more detailed in Section II (c) of this Plan, shall provide workforce services and activities for youths, and most especially out of school youths, as well as adults, to be enrolled in adult education opportunities and technical skills training in specific high growth areas that will greatly enhance opportunities for gain and employment at wages sufficient to provide financial support of themselves and their family. Such technical skills training may be provided in a work setting or through combined education and employment training. Moreover, services and assistance shall be made available to incumbent workers and dislocated workers to obtain the skills required to transition into new jobs that offer good wages and potential career advancement. This objective require skills upgrading or retraining that may be provided through work experience, on the job training or customized training with a group of employers and/or with formal educational programs. The WIOA Office administering WIOA Youth, Adult, and Dislocated Worker Funds and all workforce partners are committed to providing a demand-driven workforce system that meets the needs of the employers. Through collaborative efforts with employers (Chamber of Commerce, Belau Employers and Educators Alliance, Small Business Development Center), education (Ministry of Education and Palau Community College), and economic development and workforce development entities (National Government, State Governments, Chamber of Commerce, Belau Employer s and Educators Alliance), employer needs can be identified and met. Such collaboration results in identifying skills gaps and providing necessary training to address those gaps. In addition, it results in affording the employer assistance in hiring through OJT, apprenticeship training, work experience/ occupational training, and incumbent working training. Training services include the following: • Occupational skills training, including training for nontraditional employment • Cooperative education programs, combining training and related instruction • Work Experience • Skill upgrading and retraining • Entrepreneurial training • On-The-Job training or Customized training for an employer committed to employing those successfully completing training Periodic monitoring and training evaluations shall be made by the Palau WIOA Staff on a monthly and quarterly basis to ensure proper training and services are provided by the workforce partners of business and education in line with the required workforce activities and a commitment from the employer for employing and retaining successful completers of the programs.

2. REGISTERED APPRENTICESHIP

Palau WIOA Office administers the recently awarded Apprenticeship Expansion Grant and shall be working with the identified and approved apprenticeship program sponsors to register and enroll program participants.

As part of the ongoing workforce investment strategy, WIOA participants who are deemed eligible to participate in the apprenticeship program and who have completed required pre-apprenticeship program components may be referred to apprenticeship program sponsors for enrollment in the program.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs. The workforce investment policy for selection of service providers sets the following criteria.

The service provider submits a project or program application to the WIOA Office that includes information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA
Specifies equitable budget for the program
Past performance of delivery of quality services and effective training
Fiscal accountability with regards to financial transactions, records keeping and maintenance
Proposed training and services is not a duplication of already existing facilities or services
Provides vocational and/or educational opportunities
Assurance of delivery services to ensure that participants attain competencies set by the State Board
Assurance that youth service provider shall adhere to set youth training policy
Guarantee of placement in such occupations for OJT and Customized training participants
Ability to coordinate activities with State Board WIOA partners

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program and percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program and including wages at placement in employment of all individuals participating in the applicable program

The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as:

Percentage of completers placed in unsubsidized employment; Retention rates in unsubsidized employment; 13 weeks after the day of employment; Wages of participants, after first day of employment; Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills, and Information on program costs such as tuition or fees

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

Apprenticeship Training: In November 01, 2004 , the State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship

training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

In July of 2019, Palau received State Apprenticeship Expansion (SAE) Grant to develop and establish apprenticeship program. The ongoing apprenticeship program conducted by the Civic Action Team continues to be part of the apprenticeship program development. The Palau WIOA Office that administers this program has performed outreach to potential program sponsors and continues to work with the identified employers to start the first apprenticeship program in construction related trades. While the focus on apprenticeship program is generally around new hires, the workforce partners, in meeting and discussing the best areas of innovation in apprenticeship program, is to include incumbent workers. The action planning tool and the statement of work covered each of the flexible or accelerated learning approaches, adaptive models like competency-based or hybrid models and alignment of Registered Apprenticeship to post secondary credit.

Pre-apprenticeship program, although, not counted as participants under the SAE Grant, the Palau WIOA Office and State and Local Workforce Board in partnership with the Ministry of Education and Palau Community College continues to enroll youths and young adults in pre-apprenticeable occupations recently identified in Republic of Palau Public (RPPL 9-22) Law No. 10-43 that enhanced RPPL 9-22 (Palau Workforce Act) to include non-construction related occupations.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Palau does not receive Federal Public Assistance Funds.

As mentioned throughout this Plan, Palau does not have One Stop Service Center but has adopted the One-Stop Service concept of extending workforce and education services to its customers. The President of Palau as the chief-elected-official is a member of the State Workforce Development Board (The State Board) including two representatives from the National Congress, one senator and one delegates, and a number of business community stakeholders. In consideration of the population of Palau of barely 20,000, the community key players and workforce partners includes the Chamber of Commerce, the Belau Education and Employers Association, the Ministry of Education, and the Palau Community College.

Formal agreements that have been established among the partners clearly spell out methods of providing collaborative services and referrals of customers within the agreements. Moreover, as members of the State Board, these key partners and community stakeholders have been using developed workforce policies for the past five years, and will continue to improve and use the revised and adopted policies with required technical amendments and revisions complying with Federal and applicable State laws and regulations. The development of the formal agreements were discussed and agreed upon before actual writing of the agreements among all workforce key stakeholders.

Referrals of customers between the workforce partner agencies of WIOA Office, the Palau Community College, the Ministry of Health, the Chamber of Commerce, and the Belau Educators and Employers Association (aka Belau Educators and Employers Alliance) are as follows:

In the absence of Employment Service, the WIOA Office usually receives a workforce customer first. Upon registration, assessment, and Individual Employment Plan (IEP), and based on the

needs of the customer recorded in the IEP referrals ,may or shall be made. Those customers whose assessed needs require high school diploma or equivalence are then referred to either Palau Community College Adult High School or the Ministry of Education's Adult Literacy Program or HiSet. Referrals are made directly with each office through telephone calls and periodic meetings. Common Intake Form (integrated into the Hire Palau VOS) and all necessary documentation of entering into any of these two programs are provided to the WIOA Office and so recorded in the IEP. Follow-ups of the customers are made periodically and records maintained in the WIOA Office.

Referrals of customers between the WIOA Office and the Chamber of Commerce or the Belau Employers and Educators Association or Alliance (BEEA) are made through their respective offices. If a workforce customer needs immediate employment and has been assessed to possess qualifying skills, the WIOA Office then refers the customer directly to the Office of the Chamber of Commerce or the contact person of BEEA for continued services and immediate placement. The WIOA Office will make periodic follow-ups to ensure that the customer has received all needed services and will record the services on the ISS, and will continue to make follow-up services for a period of one year. In the event a customer applies directly with any of the companies under the Chamber of Commerce the BEEA, and is found to require further training before they can be hired, the individual may be referred for development of an employment plan and all other appropriate workforce services at the WIOA Office.

Adult customers should meet the requirements set forth in WIOA Section 3 (2) "adult" means an individual who is 18 years old or over.

Dislocated Worker customers should meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16).

Youth customers should meet the requirement set forth in WIOA Section 3 (18) and more specifically WIOA Section 3 (27) for in-school youth and WIOA Section 3 (46) for out-of-school youth.

When a job seeker enters the WIOA Office, this customer is provided with:

Information of available workforce services and programs Listing of vacancies obtained from the Division of Labor and the Bureau of Public Service System are provided to a customer wishing to find a job right away Listing of program applications submitted by workforce service providers Intake process starts when a customer wishes to receive formal WIOA services Registration starts when a customer has brought required documents to the WIOA Office A completed intake form is then forwarded to the WIOA Executive Director for eligibility verification and certification A certified eligible WIOA customer then starts process of Career Service Plan or Employment Plan A customer may be referred to any of the workforce partner for other needed services that are not available through the WIOA Office

Assessment tools used to determine an individual's skill is a generally accepted tool that provides definitive results.

Because funds for employment and training are very limited for Palau, priority of training services will be given to low income individuals and individuals who are basic skills deficient, disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non-traditional employment, consistent with the WIOA laws and regulations for receipt of career services. Workforce customers are monitored on a monthly basis once a workforce activity commences. The monthly monitoring visit of a workforce participant is performed by WIOA staff and State Board member(s). A workforce participant is exited based on the type of activity received. A participant who has completed all services within the ISS shall be exited after a period of ninety-days if there are no other activities or services received within this period. Follow- up services, including counseling regarding the workplace for a participant in

workforce investment activities that entered into unsubsidized employment, shall be performed not less than 12 months after the first day of the employment, as appropriate.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

Palau, again, as a single state workforce area shall be allowing transfer of funds between the adult and dislocated worker at 50%. However, as the need may arise between these two population of workforce customers, it may increase but not more than 75%.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

PALAU'S CAREER PATHWAYS FRAMEWORK

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers: • Fulfills employers needs • Includes high schools, career centers, community and technical colleges, four year universities. • Integrates with academics in a rigorous and relevant curriculum • Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.
- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills 2. Link CTE at secondary level and postsecondary levels (Program of Study) 3. Provides students strong experience in and understanding of "all aspects of industry" (work-based learning experience) 4. Develop, improve, and expand use of technology 5. Professional development activities for teachers and faculty 6. Evaluation of CTE Programs to see how needs of special populations are met 7. Improve and modernize CTE programs 8. Provides sufficient size, scope, and quality programs 9. Prepare special population for high skill, high wage, or high demand occupations

Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non Profit Organization July 2002 • Consists of 125 registered members - Employers (Private, NGO, Public Sectors) - Educators/Teachers (Individuals)

Identify skills needed in workplace

Connect school-based learning to work-based skills

Host students in Work-Based Activities

Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration

opportunities for students. • Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

The summer youth employment and training program is also a continuum of the career to work or school to work activities. All youth program coordinators from Work-Based Office, the Health and Science Program (MOE); the WIOA Office; Palau Community College-Talent Search Program, and Upward Bounds Program meet every April of each year to share program information as part of the ongoing effort of eliminating duplication of programs and leveraging resources while serving each and every youth to acquire academic and career skills toward a better future and a strong economy for Palau. The strong collaborative efforts makes it possible for all youth programs to provide academic and work experience activities to 300 youths every summer.

Through the same strong partnership, the Ministry of Education, the Palau Community College, and the State Workforce Board provide collaborative services to those individuals age 16 and above through enrollment with either the HiSet Program or the Adult High School Program while undergoing work experience as an incentive to acquire much needed educational credentials. A cross program policy has been adopted by the Palau Community College and the State Board to require any such participant undergoing work experience or on the job training at the Palau Community College to enroll in the Adult High School Program. . The services continues to be provided to a participant upon successfully achieving alternative high school requirements toward further enrollment into the college system and advanced occupational skills training or on the job training programs. This same policy applies to those participants with high school diploma or equivalence to enroll in the college while receiving other workforce services.

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

6. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training. 7. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health. 8. Access to relevant training via the Ministry of Health College of Health 9. Data on identified future Health Workforce skills and staffing shortages 10. Details of the new MOH mechanism for measuring and improving performance 11. Human Resources staff assistance and support to ensure common goals are met

Apprenticeship Training: In November 01, 2004 , the State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant. In July 01, 2019, Palau received its first Apprenticeship Expansion Grant and development of the program is ongoing that will enhance the existing program as well as approved program from the Office of Apprenticeship, U.S. Department of Labor, San Francisco Regional Office.

On-the-Job Training; Occupational Skills/Work Experience Training; In July 01, 2015, the State Board and the Chamber of Commerce, the BEEA, the Palau Community College, the Ministry of Education, the Ministry of Health, and Palau Community Action Agency entered into an agreement whereby workforce activities that includes on the job training are so conducted through collaborative efforts. Any vacancy occurring in any of the workforce sector shall be communicated among all the partners for provision of appropriate services and on the job training activity. Within the Palau Community College Campus the College Extension Program provides much needed short term training in basic computer and accounting skills, customer

service, cashiering as listed in the college's website at www.palauedu.net. The Small Business Development Center also provides short term skills training in automated accounting systems, writing of business plans, and other related activities.

On the job training also occurs within the public sector, the national and the state governments. Although policies have been put into place to maximize the government sector, positions and vacancies in occupations such as nursing, police and fire officers, teachers, and other equally vital positions within the government sector continue to demand qualified and trained employees. The State Board through the WIOA Office and its workforce partners shall continue to provide on the job training and work/occupational skills training to youths, adults, and dislocated/displaced workers as part of the President's vision to empower Palau's human resources that will move forward the economy of Palau while maintaining the traditional integrity/grassroots of Palauans as arduous and innovative workers toward a more secure future.

The Youth Committee and the WIOA Office shall set forth specific youth program requirements to ensure that youths are receiving high-quality services from potential service providers, designed programs that incorporate the principles and practices of youth development, and that are most likely to have a positive impact on performance measures.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

The State Board and WIOA Office has developed a policy for identifying youth providers that incorporate effective youth development principles and practices that are aligned with the following WIOA performance measures:

Youth Program Elements Tutoring, Study Skills, Dropout Prevention Alternative Education Occupational Skills Training Work Experience Summer Employment Adult Mentoring Guidance and Counseling Supportive Services Leadership Development Follow-Up

The criteria include those that: •develop relationship between youth and caring adults • involve family members •build youth responsibility •develop youth citizenship and leadership skills •place high expectations on youth and staff •provide appropriate services based on a youth's age and needs •demonstrate prior successes in providing employment and training services •prepare youth for success in the workforce •improve high support of youth •demonstrate the connection between work and learning •provide comprehensive guidance, and, where applicable, counseling

Beyond the current criteria that State Board's Executive Committee and the Youth Committee use in identifying effective youth providers and activities, the State Board have adopted the U. S. Department of Labor's new strategic vision that prioritize services to:

Out-of-school youth (and those most at risk of dropping out) WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

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Letters of invitation to become WIOA service providers are sent out to employers with WIOA brochure that contains information of available WIOA programs. Again, as a small island nation, the list of potential service providers is inclusive of the National Government, the State (county) governments, non-profit/community-based organizations, and the private business community, that consist of small businesses/entrepreneurships. The State Board will award programs to potential service providers following set criteria in workforce policy that complies with WIOA requirements.

Workforce customers are monitored on a monthly basis once a workforce activity commences. The monthly monitoring visit of a workforce participant is performed by WIOA staff and State Board member(s). A workforce participant is exited based on the type of activity received. A participant who has completed all services within the ISS shall be exited after a period of ninety-days if there are no other activities or services received within this period. Follow- up services, including counseling regarding the workplace for a participant in workforce investment activities that entered into unsubsidized employment, shall be performed not less than 12 months after the first day of the employment, as appropriate.

The Palau WIOA Office "Hire Palau" VOS system's general flow of WIOA youth customers will start at Intake and after all required documents have been submitted to the Intake Staff shall then be certified of their eligibility to workforce activities by the Executive Director. The eligibility determination and certification that follows is inclusive to identified barriers and family income level. 1. Providing an objective assessment of their academic skill levels, skill levels, and service needs, which include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs, if they have not already received this service from partner agencies; 2. Developing an Individual Service Strategy that shall identify an employment goal, which may not be required if a recent similar document has already been developed by partner agency under another education or training program; and 3. Providing preparation for postsecondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and effective connections to intermediary organizations that provide strong links to the job market and employers. The State Board, its Committee, and the Youth Committee have designed its youth program to follow in-school youth and out-of-school youth program

components required by WIOA and: 1. Connecting WIOA with Youth Development (All youth need help to grow into healthy and productive adults): PHYSICAL & MENTAL HEALTH - Guidance and counseling Supportive services INTELLECTUAL HEALTH - Tutoring, study skills, dropout prevention Alternative secondary schools Supportive services CIVIC AND SOCIAL INVOLVEMENT - Leadership development EMPLOYABILITY - Occupational skills training Work experience Summer employment 2. Aligning Program Elements and Performance Measures following the required four youth measures for the Pacific Jurisdictions: SERVICE PROVIDERS design programs that incorporate the principles and practices of youth development that are most likely to have in impact on WIOA performance measures WIOA OFFICE map the big picture of WIOA youth program to make sure that youths are receiving high-quality services that will positively affect performance measures EXECUTIVE COMMITTEE and YOUTH COMMITTEE establish policy for selection of youth service provider that include an evaluation of past performances of such a provider most like to have a positive impact on performance measures The Ministry of Education's School to Work System has strengthened the relationship between adults as parents or mentors and students as youths: The Belau Family School and Community Association is a non-profit parent support group established during the development of the school to work system and continues to work very closely with all Parent and Teachers Association (PTA) of all school of the Republic. The members of this organization consist of PTA chairmen/persons and parents. They hold conferences every year to all parents, teachers, students, and community leaders to discuss issues that starts at birth to adulthood that include healthy development of a child from womb, begin learning at home, nurture learning at school, and continue life-long learning in the workforce and economic systems. The Belau Employers and Education Alliance is also a non-profit organization established during the implementation stage of the school to work system. This organization consist of small businesses owners, human resources development directors of the private businesses, and Ministry of Education's Work-Based Department's personnel, and have worked collaboratively with the WIOA Office to provide training services to the youths during the summer and year-round programs. This organization has also helped with connecting youths to job shadowing, mentoring, and work experience with effective youth program providers. The Adult Literacy Program (WIOA Title II Program) within the Ministry of Education provides HiSet programs to dropout youths age 16 and above. Since 2000, they have partnered with the workforce and economic partners to successfully enrolled, educated, and graduated youths and adults who have either continued their post-secondary education at the Palau Community College and off-island colleges/universities, or started their careers in Palau and being successfully employed. The Palau Community College offers diversified programs within its campus as delineated in Sections II and III of this Plan. As partner agency of the workforce system, the college is also housing the WIOA Office within its campus. Through strong collaboration, the two agencies have been able to successfully graduate approximately 200 individuals from the Adult High School, since its inception in 2000 and successful training and placement of approximately 500 College intern participants to unsubsidized employment. The Palau Chamber of Commerce as a workforce partner organization with its President serving as member of the State Workforce Development Board will provide a strong link with the private businesses to identify the needs and expectations of the employers. This partner organization is committed to allow development of talent and skills of locals for positions that are currently being held by foreign workers, including opportunities for non-traditional employment for women and other career opportunities for youths and young adults. Palau does not have faith-based organizations but rather a small number of community-based non-profit organizations and they are on the WIOA list of service providers of workforce activities.

The Church groups from religious organizations in Palau do not posses federal requirements to allow applying for Faith-Based Grants. Again, as a small island nation with limited industries and businesses, Palau will not be using Individual Training Accounts that will limit the customers that include and encompass all employers and job seekers. Rather, contracts will be awarded based on established policy that sets forth criteria for selecting service providers. The

Ministry of Community and Cultural Affairs that assist young people in the processing of Job Corp applications to the Hawaii Job Corp centers in Hilo and Honolulu and extending to the U. S. Mainland Centers, the representing member has worked collaboratively with all workforce partners to place youths in the Job Corp program. These programs are designed to train young people to become productive citizens. The State Board, the Executive Committee/Local Board, the Youth Committee, and its workforce partners, in joint efforts, will continue to work collaboratively to ensure that services to eligible youths have strong link between academic and educational opportunities. This workforce approach will prepare youths with a broader range of comprehensive, aligned, and coordinated services with an emphasis on longer-term service. Summer youth opportunities will no longer provide a short-term, stand-alone intervention, rather, this program component is a part of the year-round service strategy to ensure that there is a strong connection between academic and occupational learning.

Service providers will follow the required youth program elements and provide services either directly with WIOA resources or through referral to partner agencies. As part of the planning process, the Youth Committee is required to determine where services and activities are in existence within the community so that WIOA limited resources may be better targeted to those most in need individuals.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

The State Board, the Executive Committee/Local Board, the Youth Committee, and its workforce partners, in joint efforts, will continue to work collaboratively to ensure that services to eligible youths have strong link between academic and educational opportunities. This workforce approach will prepare youths with a broader range of comprehensive, aligned, and coordinated services with an emphasis on longer-term service. Summer youth opportunities will no longer provide a short-term, stand-alone intervention, rather, this program component is a part of the year-round service strategy to ensure that there is a strong connection between academic and occupational learning. Service providers will follow the required youth program elements and provide services either directly with WIOA resources or through referral to partner agencies and more specifically as follows:

Tutoring and study skills are provided through the Talent Search Program within the Palau Community College to all youths, from elementary to college including out of school youths.

Unpaid work experience, summer work experience, job shadowing and mentoring, leadership development, comprehensive guidance and counseling, financial literacy, and entrepreneurial skills training is provided through partnership between the Ministry of Education-Palau High School Career Pathway Program and the Belau Educators and Employers Alliance, the Palau Community College, and all workforce and education partners.

Paid work experience, summer youth employment and training program, on-the-job training, internship, pre apprenticeship and is provided by the Palau WIOA Office with the workforce partners from the public, private, and non profit organizations.

Follow up services is provided and shared among all partners.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR “REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE

DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS
WILL HAVE A POLICY FOR THESE CRITERIA.

As part of the planning process, the Youth Committee is required to determine where services and activities are in existence within the community so that WIOA limited resources may be better targeted to those most in need individuals.

The State Board, the Executive Committee/Local Board, the Youth Committee, and its workforce partners, in joint efforts, will continue to work collaboratively to ensure that services to eligible youths have strong link between academic and educational opportunities. This workforce approach will prepare youths with a broader range of comprehensive, aligned, and coordinated services with an emphasis on longer-term service. Summer youth opportunities will no longer provide a short-term, stand-alone intervention, rather, this program component is a part of the year-round service strategy to ensure that there is a strong connection between academic and occupational learning. Service providers will follow the required youth program elements and provide services either directly with WIOA resources or through referral to partner agencies.

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The Belau Employers and Education Alliance is also a non-profit organization established during the implementation stage of the school to work system. This organization consist of small businesses owners, human resources development directors of the private businesses, and Ministry of Education's Work-Based Department's personnel, and have worked collaboratively with the WIOA Office to provide training services to the youths during the summer and year-round programs. This organization has also helped with connecting youths to job shadowing, mentoring, and work experience with effective youth program providers.

The Adult Literacy Program (WIOA Title II Program) within the Ministry of Education provides pre-GED and GED programs to dropout youths age 16 and above. Since 2000, they have partnered with the workforce and economic partners to successfully enrolled, educated, and graduated youths and adults who have either continued their post-secondary education at the Palau Community College and off-island colleges/universities, or started their careers in Palau and being successfully employed.

The Ministry of Education's School-to-Work System is a Lifelong Learning System that begins from K-12. Transformation from academics to career began in 2000 (Education Master Plan of 2000). Through continuous strong partnership and collaborative efforts among the workforce and education partners, the Palau Public School System under the Ministry of Education partners with Chamber of Commerce (COC), the State Workforce Development Board (SWDB), the Belau Educators and Employers Alliance (BEEA), and the Palau Community College to conduct the career academics and practicum starting at 9th grade throughout 12th grade.

The Career Academies are:

1. Engineering/Industrial cluster includes the engineering, industrial automotive, small engine and outboard motor, electricity, surveying, electronics, communication technologies, etc. The basic math skills, communications, and interpersonal skills required in these areas are common

to all. The machinery and devised used in these fields require knowledge of electrical principles, hydraulic and pneumatic principles, thermal, and optical systems.

2. Business/Information Systems cluster includes occupations/jobs such as secretarial services, clerical services, accounting/bookkeeping, business management, data processing and other areas related to the processing of information and data. The math skills in these areas focus more on information analysis and processing. These areas require similar skills in organizational dynamics focusing on human behavior and knowledge of group behavior and team processes.

3. Health/Human Services cluster includes services such as nursing, child and elder care, food & hospitality services, social services, etc. The cluster meets a common need for the development of courses that will enhance interpersonal skills and knowledge required in dealing with human behavior and knowledge of group behavior and team processes. 4. Arts/Humanities cluster focuses on occupations in such areas such as journalism, creative arts and crafts including Palauan arts/crafts, public services, and other related services such as police officers, teachers, etc. This cluster requires less depth in specialized mathematics, technology, and science, but more on broad exposure to creative, humanistic, and societal concerns. 5. Natural Resources cluster focuses on occupations in the field of Agriculture, Forestry, Marine Science, and career related to our natural resources, etc. This cluster requires knowledge in sciences and technology.

Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to: • gain employment or better their current employment; • obtain a high school equivalency diploma by passing the state approved assessment; • attain skills necessary to enter postsecondary education and training; • exit public welfare and become self-sufficient; • learn to speak, to read, and to write the English language; • master basic academic skills to help their children succeed in school; • become U.S. citizens and participate in a democratic society; • gain self-esteem, personal confidence, and a sense of personal and civic responsibility. • Eligibility for enrollment includes persons that are at least 18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006-2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or 3) are unable to speak, read, or write the English language.

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9-22) that became law in April of 2014 and further enhanced the programs through RPPL 10-34 on December 11, 2019, to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, information technology, tourism, hospitality, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students. The two Republic of Palau Laws mandates the Palau Community College to memorialize within its vocational skills certification the vocational skills programs and to encourage the private sector to hire the certified individuals into their respective business and getting tax rebates. Example: Under these laws, if an employer hires an individual certified by the Palau Community College in any of the vocational skills program with an annual salary of \$10,000.00, that employer when filing his or her company's taxes will get \$20,000.00 rebate.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates

at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9-22 and RPPL 10-34 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post-secondary education or find a job with entry-level skills.

The program combines academic, life-skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

GENERAL COURSES (Both Tracks)

• English I • English II • Consumer Economics • Algebra I • Health • General Science • Computer Literacy • Community Resources • Government & Law • Occupational Knowledge

Track I: VOCATIONAL

• Career Skills Training (500 hrs.) • On-the-job Experience

Track II: COLLEGE PREPARATION

• English III • Geometry • Biology • College Preparation

TUTORING SERVICES

Tutoring services is offered to students to ensure success in the academic areas. Efforts are made to provide services and help those students who have been away from the school environment for a number of years to assist them with program courses.

PROGRAM LENGTH

The courses offer competency-based modules allowing students to work at their own pace. Students are pre-tested for placement of appropriate level.

The program courses are offered so as to accommodate the schedule and level needs of students, however, they must take and pass each level before continuing on to the next. Depending on the schedule of classes, the program may take up to three or four years to complete the program.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002-2016.

The mission statement of the program is “to increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

• Academic advice and assistance in secondary school and college course selection • Assistance in preparing for college entrance examination • Assistance in completing college admission and financial aid applications • Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent • Personal and career counseling • Tutorial services • Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth • Workshops for students and parents • Rigorous Curriculum • College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land-Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi-Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short-term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

- Equipment maintenance • Facility maintenance • Road maintenance • Water/wastewater operation and maintenance • Management/supervision • Computer software training • Workplace literacy • CIP inspection

The workforce, education, and economic partners that include its only college, Palau Community College seeks to accelerate the educational and economic advancement of youth and adults in Palau's economy. The strong partnership of leaders in education, business, government, and communities around the island nation work together to strengthen opportunities for youths and adults to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.

Palau Workforce State Policy No. 007-008-2015 - ELIGIBILITY FOR YOUTH SERVICES sets forth language addressing WIOA Section 129 for out-of-school and in-school youth as follows: WIOA Sections 129 (a)(1)(B) and (a) (1)(C) YOUTH PARTICIPANT ELIGIBILITY (1) ELIGIBILITY (A) IN GENERAL.—To be eligible to participate in activities carried out under this chapter during any program year an individual shall, at the time the eligibility determination is made, be an out-of-school youth or an in-school youth. (B) OUT-OF-SCHOOL YOUTH.—In this title, the term “out-of-school youth” means an individual who is— (i) not attending any school (as defined under State law); (ii) not younger than age 16 or older than age 24; and (iii) one or more of the following: (I) A school dropout. (II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. (III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is— (aa) basic skills deficient; or (bb) an English language learner. (IV) An individual who is subject to the juvenile or adult justice system. (V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-

2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. (VI) An individual who is pregnant or parenting. (VII) A youth who is an individual with a disability. (VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. (C) IN-SCHOOL YOUTH.—In this section, the term “inschool youth” means an individual who is— (i) attending school (as defined by State law); (ii) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; (iii) a low-income individual; and (iv) one or more of the following: (I) Basic skills deficient. (II) An English language learner. (III) An offender. (IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. (V) Pregnant or parenting. (VI) A youth who is an individual with a disability. (VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment. (2) SPECIAL RULE.—For the purpose of this subsection, the term “low-income”, used with respect to an individual, also includes a youth living in a high-poverty area. (3) EXCEPTION AND LIMITATION.— (A) EXCEPTION FOR PERSONS WHO ARE NOT LOW-INCOME INDIVIDUALS - (i) DEFINITION. - the term “covered individual” means an in-school youth, or an out-of-school youth who is an offender or requires additional assistance to complete an educational program or to secure or hold employment. (ii) EXCEPTION. - In each local area, not more than 5 percent of the in-school youth assisted may be eligible because the youth are in requires additional assistance to complete an educational program or to secure or hold employment. (4) OUT OF SCHOOL FUNDS PRIORITY - (A) For any program year, not less than 75 percent of the funds allotted under Youth (127 (b)(1)(C), reserved under section 128 (a), and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local area under subsection (c), shall be used to provide youth workforce investment activities for out-of-school youth. (B) EXCEPTION - A State that receives a minimum allotment under section 127 (b) (1) in accordance with section 127 (b)(C)(iv) or under section 132(b)(1) in accordance with section 132(b)(1)(B)(iv) may decrease the percentage described in subparagraph (A) to not less than 50 percent for a local area in the State, if- (i) after an analysis of the in-school youth and out-of-school youth populations in the local area, the State determines that the local area will be unable to use at least 75 percent of the funds available for activities under subsection (c) to serve out-of-school youth due to a low number of out-of-school youth; and (ii)(I) the State submits to the Secretary, for the local area, a request including a proposed percentage decreased to not less than 50 percent for purposes of subparagraph (A), and a summary of the analysis described in clause (i); and (II) the request is approved by the Secretary. (5) CONSISTENCY WITH COMPULSORY SCHOOL ATTENDANCE LAWS. - In providing assistance under this section to an individual who is required to attend school under applicable State compulsory school attendance laws, the priority in providing such assistance shall be for the individual to attend school regularly. Additional youth eligibility criteria for a youth who: is currently attending an educational program, has previously dropped out of educational program or has poor attendance patterns in educational program during the last school year, and has below average grades; is not attending an educational program, has no vocational/ employment goal, and has a poor work history or no work history or has been fired from a job in the last six months; deficient in basic literacy skills and who cannot compute or solve problems, read, write, or speak English, at or below grade level 4.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE “NOT ATTENDING SCHOOL” OR

“ATTENDING SCHOOL,” INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

Palau does not define "not attending or attending school", rather, there is a statute that mandates all youth age 17 and below to be attending school. Those youth within the age of compulsory education are referred to as truants.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

Palau is using basic skills deficient definition contained in WIOA Section (3)(5)(B), and adding the State Board's Additional youth eligibility criteria for a youth who: is currently attending an educational program, has previously dropped out of educational program or has poor attendance patterns in educational program during the last school year, and has below average grades; is not attending an educational program, has no vocational/ employment goal, and has a poor work history or no work history or has been fired from a job in the last six months; deficient in basic literacy skills and who cannot compute or solve problems, read, write, or speak English, at or below grade level 4.

D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)
2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)
3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

There has been no written or oral public comments received since the posting of draft plan.

PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES

Name of WIOA Title I Grant Recipient Agency: TOMMY E. REMENGESAU, JR. PRESIDENT, REPUBLIC OF PALAU Address: P. O. BOX 100 NGERULMUD, REPUBLIC OF PALAU 96939 Telephone Number: (680) 767-2403/2828/2542 Facsimile Number: (680) 767-2424 E-mail Address: rop.president@palaugov.net Name of State WIOA Title I Administrative Agency (if different from the Grant Recipient): Palau Workforce Innovation and Opportunity Act Title I Office (Palau WIOA Office) Address: P. O. Box 100 PCC Keskas Building Koror, Republic of Palau 96940 Telephone Number: (680) 488-2513 Facsimile Number: (680) 488-5699 E-mail Address: wia@palaunet.com

Name of WIOA Title I Signatory Official: MR. MATTHEW RUDIMCH, CHAIRMAN, STATE WORKFORCE DEVELOPMENT BOARD Address: P. O. Box 100 PCC Keskas Building Koror, Republic of Palau 96940 Telephone Number: (680) 488-2513 Facsimile Number: (680) 488-5699 E-mail Address: urudimch@hotmail.com

Name of WIOA Title I Liaison: MS. JOSEPHINE ULENGCHONG, EXECUTIVE DIRECTOR PALAU WORKFORCE INNOVATION AND OPPORTUNITY ACT TITLE I OFFICE (PALAU WIOA OFFICE) Address: P. O. Box 100 PCC Keskas Building Koror, Republic of Palau 96940 Telephone Number: (680) 488-2513 Facsimile Number: (680) 488-5699 E-mail Address: wia@palaunet.com or sepuleng@gmail.com.

As a single state and local service delivery area, the adopted concept of a one-stop career delivery system allows the workforce partners to share limited resources and provide services to the customers through formal agreements. In addition, to WIOA funds from the U. S. Department of Labor, additional funding is appropriated by the Palau National Congress to supplement the youth program and other youth grants from the Division of National Youth Affairs are provided to the WIOA Office, through grant application, to supplement youth and young adult programs using both definitions of international youth age at 16-35, as well as the WIOA youth definition. As an example, every April of each program year, the Youth Council meet to review the outcomes and the success of the youth programs and work on strategies of providing demand-driven services to enable action plans to for the current program year. This collaborative approach allows youth opportunities to obtain academic and occupational skills not only during the summer but also during the year -round. The State Board's Executive Committee that also serves as the Local Board seeks to invest WIOA youth funds in programs that employ best practices and incorporate concepts of youth development in order to meet the diverse needs of youth and young adults through integrated wrap-around services, with a particular focus on employment and post-secondary outcomes. Requirement for youth service providers are as follows:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of out-of-school youth.
- Demonstrate meaningful partnerships with eligible training providers, Palau Community College, our only institution of higher education, and employers from in-demand occupations
- Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into post-secondary education, and obtain employment within their chosen career path.
- Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.
- Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.
- Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Successful performance is a priority as it helps to measure the effectiveness of a local program. The selection of youth providers also requires an assessment of the provider's ability to meet participant and performance requirements set forth by the State Board and the Palau WIOA Office that administers the WIOA Title I Youth program.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Palau WIOA Office was designated as American Job Center and administers Title I program of Youth, Adult, and Dislocated Worker grants and Apprenticeship State Expansion grant. The core partner of Title II is within the Ministry of Education and although not co-located within one building, a formal partnership agreement has been established to spell out each program's specific roles under the Workforce Innovation and Opportunity Act as it relates to the programs.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

As a small and single state delivery area, Palau will not be using competitive process for awarding contracts unless it reaches the required procurement process under the Palau Procurement Policy and in compliance with Uniform Guidance Part 200.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

The State Board and its Executive Committee will determine the criteria for awarding funds to activities outlined in Section 134 , as the needs arise and are identified, through the WIOA Office to provide services that include but not limited to:

Carry out statewide rapid response activities described in Section 134 (2)(A)...provision of rapid response activities, carried out in the state/local area, working in conjunction with the local board and chief elected official or his designee; provision of additional assistance to the local areas that experience disasters, mass layoffs, or plant closings, or other events that precipitate substantial increases in the number of unemployed individuals, carried out in the state and local areas.

In the absence of rapid response activities, the funds reserved shall be used to provide program related activities set forth under Section 134 (B).

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

As a single state delivery area, the State Board formed Local Board with members from the State Board that serves as the Executive Committee, and through established formal agreement with the President of Palau, has the oversight responsibility of Palau WIOA Office that administers Title I grant, and reviews program proposals for Adult, Dislocated Workers, and Youth programs.. Formal agreement between the Ministry of Education that administers Title II grant spells out specific roles of the two agencies when serving its customers in compliance with WIOA statute, rules and regulations.

Formal agreements have been developed and signed by all workforce partnership with the WIOA Office and the State Board that include Palau Community College, the Ministry of Education, Ministry of Health, the Chamber of Commerce, and the Belau Employers and Education Association. The agreements set forth collaborative services offered by each partner agency to all workforce customers.

Again as a single state, Palau shall continue to improve workforce and education strategies with each partner agencies to provide services to the customers, employees and employers

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Palau does not receive funding under Vocational Rehabilitation Act programs

E. WAIVER REQUESTS (OPTIONAL)

Palau WIOA Waiver Request: Out of school 75 percent expenditure requirement

Palau WIOA and State Workforce Development Board is requesting approval of the following waiver in accordance with Workforce Innovation and Opportunity Act (WIOA) statutory/and or regulatory requirements.

Regulatory Requirements to be Waived – 75 percent Out of School Expenditure Requirement
Palau requests consideration of a waiver from the requirements in Section 129 (a)(4)(A) and 20 CFR 681.410 which require not less than 75 percent of funds allotted to states under Section 127 (b)(1)(c), reserved under Section 128(a), and available for statewide activities under subsection (b), and not less than 75 percent of funds allocated to local areas under subsection (c), shall be used to provide workforce investment activities for Out of School Youths (OSY).

Palau is submitting the following waivers to this statutory and regulatory provision:

1. A waiver of the requirement to expend 75 percent of funding on the OSY population. Palau is requesting that this percent be lowered to 30 percent.
2. A waiver of the requirement that 75 percent of WIOA Title I youth funds reserved by the Governor for statewide activities and spent on direct services to youth, be spent on OSY

population. It is requested that it be lowered to 30 percent to allow flexibility of special project (in this instance, the recently awarded Apprenticeship State Expansion Grant) to enable funding of in-school youth in pre-apprenticeship programs) to eventually be enrolled in apprenticeship program, and to meet the vision and mission of the state.

Background

Statistics taken from the Palau Bureau of Education Administration, Ministry of Education shows that for School Year 2018-2019 there were a total of 897 students enrolled in secondary education and 2,155 enrolled in elementary education. Other statistics taken from 2016 Palau Education Statistical Yearbook shows that for Grade 12, Promotion was at 94.2%; Repetition at 3.6%, and Withdrawal/Dropout at 2.2%. It also shows graduation rate (Palau High School, only public school in Palau and enrolling most of the secondary school population) from beginning enrollment of 136 to graduating students at 130 that is 95.6%).

Education will continue to be an integral part in developing the Palau Workforce. Based on the 2015 Palau Census (latest official census conducted by the US Bureau of Census with Palau Government) (www.palau.gov.net/statistics 11,637 or 65.8% people of Palau (25 years and over) have attained at least a high school degree. In the same statistics, for children age 3+ and older, it shows numbers of pre-primary at 443; Elementary 1-8 at 2,006, high school (9-12) at 1,007, and college at 570.

In April of 2019, Palau President Tommy E. Remengesau, Jr. in his State of the Republic Address, stated that for year 2018, total Palauans employed were 5,699 (47.8%) while non-Palauans were 6,227 (52.2%). He stated that it is time for Palau to adopt 'Innovative Learning and Excellence'. To meet new challenges within limited resources, the nation must think outside the box -- consider its special circumstances -- and develop appropriate medium and long term plans for continued development. Only through strong and creative planning, along with enhanced partnerships, will Palau be able to develop the innovative financing options that will be the foundation for its sustained growth. And in order to implement these innovative options, there will be a need to continue to improve the capacity of its people and government to access and implement these financial opportunities with the strengthened partnerships.

Employers—through ongoing informal conversations and several formal business-specific and general employer surveys—report they are unable to hire locals because of existing skilled workers shortages. Quantifiable need has been identified for nurses and allied health workers, engineers, mechanics, and machinists. And again, employer interviews also reveal anecdotal but passionate urging to strengthen the skill sets of entry level positions.

Further, the skill expectations in Palau's key industries (business services, construction, energy and energy efficiency, and healthcare) are increasing, and we face a gap that must be bridged. Palau employers are looking for workers who bring substantial knowledge and skills to their work, along with a desire to keep learning while working. They're looking for workers who have strong basic skills – math, science, reading, computing – along with the ability to work effectively in teams, who can write clearly, and can analyze and synthesize well. In addition, a range of skills and knowledge that are specific to a given industry and a particular occupation are expected as well.

This waiver request is in line with the President's vision to cultivate a strong and diverse economy and develop a skilled and ready workforce. Specific to these broad goals, the President and State Workforce Development Board, its Executive Committee, and Youth Council are working to align workforce and education programs with goals of matriculation into college or credential programs, or skills to go directly into quality jobs, create career pathways for high school students that prepare them for post-secondary options such as apprenticeships and work-based learning experience. This will also give flexibility of the Executive Committee that serves as the Local Board and the Youth Council to improve youth services based on the unique local economic, education, and workforce pipeline conditions and youth expenditures will greatly increase the flexibility of the State Board and its committee and council to serve youth age 14-24 throughout Palau.

Waiver Goals and Programmatic Outcomes

Goal: Increased services to all youth populations but most especially those at-risk of dropping

out of school population through the career pathways and sector strategies as outlined in the WIOA four-year plan.

Expected Outcome: Approval of the waiver request would allow the state/local areas to focus funding and services to all youth populations but most especially those at-risk of dropping out of school population to ensure that effective student career pathway guidance is provided prior to graduation. This pre-graduation intervention would also better prepare high school students for post-graduation success, especially for those that have barriers to that success. This will also assist the efforts of Career and Technical Education (CTE) of the Ministry of Education targeting in-school youth, seamless transitions into pre-apprenticeship programs to apprenticeship programs and work experience to post-secondary education.

Goal: Increase number of better prepared youths to meet growing business needs

Expected Outcome:

Businesses are constantly demanding more support of youth in the K-12 system assisting with work-readiness and soft-skill training that is currently being implemented by the Palau High School Career Academies. By having restrictions on funding to serve in-school youths, the State/Local Board have come to find within the last four years, that the WIOA Youth program are unable to fully assist the businesses in preparing K-12 youths for short-term training and credentials.

The waiver expectations will assist boosting up the skill expectations and demand in Palau's key industries (business services, construction, energy and energy efficiency, and healthcare) that must be bridged. Palau employers are looking for workers who bring substantial knowledge and skills to their work, along with a desire to keep learning while working. They're looking for workers who have strong basic skills – math, science, reading, computing – along with the ability to work effectively in teams, who can write clearly, and can analyze and synthesize well. In addition, a range of skills and knowledge that are specific to a given industry and a particular occupation are expected as well.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

Physical and Mental Health

- guidance and counseling
- supportive services

Intellectual Health

- tutoring, study skills, dropout prevention
- alternative secondary schools
- supportive services

Civic and Social Involvement

- leadership development

Employability

- occupational skills training
- work experience
- pre-apprenticeship training
- summer employment

Alignment with Palau's Workforce Policies and Priorities

- Increase participation of employers in work-based activities including pre-apprenticeship training;
- Provide opportunities for student work experience and pre-apprenticeship training;
- Establish an improved link of communication;
- Develop evaluation and assessment;
- Work with policy makers and employers to reduce dependency on foreign workers;

- Offer appropriate talent development activities to students;
 - Provide career exploration opportunities for students;
 - Provide educators exposure to workplace; and
 - Establish cooperative working relationship among all stakeholders.
- This waiver will allow will allow the State and Local Board to have the needed flexibility of supporting Palau's youth and greatly improve the responsiveness to business needs and to allow them to develop and implement talent pipelines and career pathways.

TITLE I-B ASSURANCES

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor	Yes

The State Plan must include	Include
local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	52.0	52.0	52.0	52.0
Employment (Fourth Quarter After Exit)	50.0	50.0	50.0	50.0
Median Earnings (Second Quarter After Exit)	1,820.00	1,820.00	1,820.00	1,820.00
Credential Attainment Rate	42.0	42.0	42.0	42.0
Measurable Skill Gains	50.0	50.0	50.0	50.0
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	52.0	52.0	52.0	52.0
Employment (Fourth Quarter After Exit)	50.0	50.0	50.0	50.0
Median Earnings (Second Quarter After Exit)	1,820.00	1,820.00	1,820.00	1,820.00
Credential Attainment Rate	40.0	40.0	40.0	40.0
Measurable Skill Gains	50.0	50.0	50.0	50.0
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	53.0	53.0	53.0	53.0
Employment (Fourth Quarter After Exit)	60.0	60.0	60.0	60.0
Median Earnings (Second Quarter After Exit)	1,655.00	1,655.00	1,655.00	1,655.00
Credential Attainment Rate	40.0	40.0	40.0	40.0
Measurable Skill Gains	50.0	50.0	50.0	50.0
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

Palau does not receive Wagner-Peyser Act funding

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

Although Palau does not receive Wagner-Peyser money, the Palau WIOA Office/American Job Center registers workforce customers that includes both jobseekers and employers.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

Palau does not have Unemployment Insurance and Waiver for UI requirements was made in 2014.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Not applicable to Palau

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Does not apply to Palau

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Not applicable to Palau

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

Not applicable to Palau

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

Not applicable to Palau

4. OUTREACH ACTIVITIES

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Not applicable to Palau

Not applicable to Palau

Not applicable to Palau

6. OTHER REQUIREMENTS

A. COLLABORATION

Not applicable to Palau

B. REVIEW AND PUBLIC COMMENT

Palau does not receive Wagner-Peyser Grant and this does not apply

C. DATA ASSESSMENT

Not applicable to Palau

D. ASSESSMENT OF PROGRESS

Not applicable to Palau

E. STATE MONITOR ADVOCATE

Not applicable to Palau

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not	Yes

The State Plan must include	Include
come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

A. ALIGNING OF CONTENT STANDARDS

Aligning of Content Standards

Ministry of Education Adult Education Program has adopted the Common Core Standards into its curriculum and aligning them with the College and Career Readiness Standards (CCRS). The High School Equivalency (HSE) preparation textbooks used for instruction has adopted the Common Core State Standards (CCSS) and aligned them with the CCR in all five content areas. The program will continue to support staff in implementing CCRS through staff development opportunities in the next program years.

The Ministry of Education (herein MOE that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out—of—school youth and educationally disadvantaged adults become self—sufficient, successfully participate in the affairs of the community and to be more productive in the workforce. The Palau Education Master Plan states, "The Republic of Palau Ministry of Education, in partnership with students, parents, and the community, is to ensure

student success through effective curriculum and instruction in a conducive learning environment.” As the MOE mission states, the MOE needs partnership with students, parents, and the community to accomplish the goal of ensuring students success. The implementation and success of the adult education program includes involvement of the state governments and the schools at each site where the program is. MOE Adult Education program is also collaborating with different agencies and ministries to identify qualified clients for the program and in providing services as well. The collaborative efforts by the following offices have been successful in reaching out to our target group: • Belau Family, School and Community Association • Belau Employers and Educators Alliance • Ministry of Justice — Youth Service Team & Juvenile Justice Program • Palau Community College • Ministry of Community & Cultural Affairs — Youth Service • Koror State Government — Koror State Youth Council • Labor Office

The Aligning of Content Standards in in place as of July 01, 2016.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

MOE Adult Education Program in compliance with the regulations governing the Adult Education and Family Literacy Act and must provide services such as English as a Second Language, basic skills, Adult Secondary Education or family literacy preparation to adults and out-of-school youth without a high school diploma and with little or no language ability. Although no comprehensive data is available on the number of foreigners and locals who cannot speak English or minimal understanding of English language, it can be safely estimated to be in the thousands. This can create the barrier for them to successfully participate in community affairs. Furthermore, minimal understanding of English is another barrier in attaining high school diploma. Individuals who have left school are not successful in performing their jobs or able to meet employers’ expectations. Too often they move from job to job or low paying job.

Description of Adult Education and Literacy Activities

In response to the population needs previously described, the MOE Adult Education Program will fund adult education programs and activities which target individuals most in need of literacy services and focus on individual self-sufficiency, community growth, and workforce productivity.

Under Title II of the Workforce Innovation and Opportunity Act (WIOA), the eligible individuals are those who:

1. has attained 16 years of age and over;
2. is not enrolled or required to be enrolled in secondary school under State law; and who
 - a. is basic skills deficient;
 - b. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - c. Is and English language learner

Integration, Education, and Training

Adult Education within the Ministry of Education has developed positive and cooperative relationships with state agencies such as the Palau WIOA Office, the Ministry of Justice, the Ministry of Community and Cultural Affairs, and the Supreme Court to better serve adult learners and job seekers through unduplicated, coordinated services. Adult Education will collaborate, connect, and create statewide work-based learning strategies, engage these key stat

agencies and external partners to expand collaborations and address challenges, and deliver seamless and consistent recruitment, training, placement, and retention services statewide for adult learners.

Training on integration activities will be conducted with topics to include: embedding job readiness and soft-skills training in English literacy; 21st century skills (digital literacy, financial literacy; critical thinking and reading, locating information; and life skills).

Adult Education will deliver an integrated English literacy and civics education program in combination with integrated education and training activities. Palau will be implementing an integrated English literacy and civics education program design that is aligned with career pathways. Career pathways increase integration of Adult Education that includes English language acquisition with workforce preparation activities and provides a sequence of education and training that prepares learners for in-demand employment opportunities. This requires strong partnerships between adult education, workforce development, postsecondary education and employers.

To accomplish integrated education and training, Palau's key workforce delivery system partners must:

- Ensure that all Palauans have full access and direct connection to programs that work to address essential components of reading instruction and literacy;
- Create affordable options for workers to obtain education, training, skills, including personal, soft, and basic skills, and financial literacy, necessary to secure and maintain, self-sustaining employment, and
- Develop opportunities for all Palauans to develop entrepreneurial skills and concepts while providing opportunities for connection with Palau business leaders.

Adult Education program will assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency. Workers and job seekers will have access to basic skills instruction relevant to employment. Education will be provided in the context of industry-specific needs that will involve employers and be integrated with occupational skills training to achieve the best outcomes for participants. Programs will use career pathways, integrated education and training, and workforce preparation activities as assurance of excellent work-relevant instruction.

Adult Education and Family Literacy programs will be promoted through outreach and campaigns which include, but not limited to, initiatives including workplace programs, and career pathway development programs, by promoting research based practices and public and private sector partnerships to inform the public about adult education, literacy, and family literacy services.

Adult Basic Education (ABE):

ABE is a program of literacy and basic skills learning options below the high school level for adults whose inability to speak, read, write, compute to solve problems, or relate effectively with others impairs their ability to get or retain employment, exercise their rights and responsibilities as community members, and/or support their families pursue self-sufficiency. ABE programs are designed to raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training, increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities. Individuals will be placed in the appropriate CASAS level based on test scores.

Adult Secondary Education (ASE):

ASE prepares eligible adults to complete a high school equivalency diploma. It may be also a basic skills brush-up program for adults who wish to refresh their high school level math, reading, or writing skills to carry out their adult roles as workers, family and community members. Adult will be able to acquire a high school equivalency diploma by passing all five subjects (Science, Social, Math, English, Reading, English Writing) through ETS® HiSET® Testing. Learners must consume at least 60 hours of instruction and examination subsequently. In 2014, GED® was replaced by ETS® HiSET® Testing. Learners having attained a CASAS score of 236 and above in Reading and Math will be eligible to take HiSET® Tests.

Family Literacy

Family Literacy includes literacy services to families with children to provide educational skills needed by parents to enable them to become full partners in their child's education. Outcome for family literacy include not only educational attainment and family stability for all participants, but also emphasize self-sufficiency, provide interactive literacy activities between parents and their children and promoting adult's involvement in children's education. Palau Adult Education has successfully collaborated with Palau Public Library in planning Family literacy activities such as Family Night and Parent-Child Read Aloud activity. Radio programs and other advertisements will be conducted to bring the activities to the public's attention.

English as a Second Language (ESL):

ESL is programs of instruction designed to help limited-English-proficiency adults to achieve full competence in the English. Because ESL is best taught and learned within a person's familiar context, English Language training will be combined with basic skills components in a workplace literacy, citizenship, or family literacy program.

Workplace Literacy:

Workplace literacy is a combination of education services offered for the purpose of improving the productivity of the workforce through the improvement of literacy. Programs integrate job readiness, workplace expectations, skill development in problem-solving, interpersonal communication into basic skills and literacy training. In partnership with Belau Employers and Educators Alliance, the Adult Education program is able to provide trainings for adult learners to acquire marketable skills for both vocational and academic. And to implement programs that promote successful transition of adult learners in the workforce.

The Palau Adult Education program focuses on skills that employers prioritize as prerequisite to employment and those that are highlighted by employers as requirements for job retention and skill/wage progression. Employers, businesses, and labor office generally determine expected outcome.

As the years progress, jobs will require more technological skills. Adults who are currently in the workforce are required to learn basic and advance technological skills to improve their skills and be productive in their jobs. For the past few years, the program has successfully conducted Basic and Advance Computer Literacy classes to different member of the community and agencies.

The Palau Adult Education Program currently operates the following activities:

- Career development courses for adult learners that include career readiness & career exploration;
- Partnership with Palau Community College Vocational Certification Program (VCP) to invest in a skilled Palauan citizen workforce and creating a tax incentive for businesses to hire the said vocationally certified students;
- Conferences and other PD specifically for adult learners.

MOE Adult Education Program will continue to offer adult education and family literacy program to adults, aged 16 years and older, and will place emphasis on revamping its programs to better meet the specific needs of the Adult learners.

I

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Secondary Education:

Data from Ministry of Education shows a total percentage of 11.2% in the number of student dropouts from both public elementary schools and high schools from the year 2016 to 2018.

Data available shows an increasing number of drop out students, who are in need of adult basic education, work skills and adult secondary education. In the past 4 years, Palau Adult Education program has successfully graduated 35 individuals of 11% of the total enrollment of 324. The program focuses on individuals who were not able to complete the program including new clients.

YEAR	ENROLLED	COMPLETED	ENTERED EMPLOYEMENT	RETAINED EMPLOYMENT	ENTERED POST SECONDARY EDUCATION
2016-2017	115	13	6	47	7
2017-2018	69	7	4	20	3
2018-2019	62	11	6	7	5
2019-2020	78	4	4	21	0

Correctional Institution:

The Palau Adult Education program with its very limited funding under WIOA Title II will reserve no more than 20 percent of its federal grant received under WIOA to provide programs for corrections education and education for other institutionalized individuals as described in Section 225 of the Act. Funding under Section 225 will include the following correctional institutionalized settings: prisons, jail reformatories, detention centers, halfway houses, community based rehabilitation centers or other similar institutions designed for the confinement or rehabilitation of criminal offenders. The Palau Adult Education program shall also require that grant funds under Section 225 to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 3 years of participation in the program.

The Palau Adult Education shall use the grant funds to operate education programs as follows:

1. Adult Basic Education (ABE).
2. English Literacy Acquisition (ELA).
3. Secondary school completion (Adult High School Diploma).

The Palau Adult Education program has been offering adult secondary education classes and English literacy program at the Palau Correctional Facility under the Ministry of Justice.

Individuals who have left the correctional facility continue to be enrolled in the program. Currently there are a total of 93 (Ages 18 and over) including 1 juvenile inmate (age 17). Total of 14 (15%) of the inmates have attended and offered classes under this program in the last 4 years. MOE continues to work with the Ministry of Justice in supplying required program materials and services for the facility where the inmates are situated in where the classes are offered. Eligible individuals are offered adult education and literacy activities. Instructions integrate life skills, employability skills, and digital literacy skills in helping the students to obtain the needed skills to become self-reliant and contributing members of Palauan society upon their release from the correctional facility.

Accessibility

Adult Education will support efforts to increase enrollment and retention by urging programs to offer flexible schedules, support services and year-round programs in an environment that is age-appropriate settings. Technology shall be leveraged to improve teaching and learning of adults and make resources more accessible to our adult learners in rural and outlying communities. In recognition of the work and family demands of adult learners, Palau will work to expand distance education offerings. Adult educators will enrich teaching and learning in traditional classrooms by identifying, using or adapting, and assessing with appropriate and high-quality open education resources. Further recognizing that jobs may require digital literacy, Palau's Adult Education and Literacy Program (AELP) will encourage and support the integration of digital literacy skills into all adult education and literacy activities. Professional development will explicitly address the teaching and assessment of digital literacy skills integrated appropriately into instruction in all content domains.

Sector Partnerships

Adult Education will educate student, parents, job seekers, teachers, counselors, and administrators about local in-demand careers and prepare students for those careers. Adult Education will also expand awareness of and access to adult learning opportunities to qualify for local in-demand careers.

Career Pathways

Adult Education will assist in the transition to postsecondary education and training through the use of career pathways for work-relevant instruction. Career pathways will be developed to provide access to high-demand, significant employment and training services for adult learners. Adult Education will work to create stronger links with employers in partnership with other core program in Palau, the Youth, Adult, and Dislocated Worker programs under the WIOA Office. Emphasis shall be made for work-based learning and career opportunities, such as mentoring internships, as well as on the job training. Work-based learning will move Palau's workforce system to a more demand-driven system through the development of industry-based partnerships with the Belau Employers and Educators Alliance, the Palau Chamber of Commerce, the National and State Governments, and including other community based organizations and employers.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

This does not apply to Palau

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

Adult Education within the Ministry of Education has developed positive and cooperative relationships with state agencies such as the Palau WIOA Office, the Ministry of Justice, the Ministry of Community and Cultural Affairs, and the Supreme Court to better serve adult

learners and job seekers through unduplicated, coordinated services. Adult Education will collaborate, connect, and create statewide work—based learning strategies, engage these key state agencies and external partners to expand collaborations and address challenges, and deliver seamless and consistent recruitment, training, placement, and retention services statewide for adult learners.

The Ministry of Education (herein MOE) that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out-of-school youth and educationally disadvantaged adults become self-sufficient, successfully participate in the affairs of the community and to be more productive in the workforce.

The implementation and success of the adult education program includes involvement of the state governments and the schools at each site where the program is. MOE Adult Education program is also collaborating with different agencies and ministries to identify qualified clients for the program and in providing services as well. The collaborative efforts by the following offices have been successful in reaching out to our target group: • Belau Family, School and Community Association • Belau Employers and Educators Alliance • Ministry of Justice — Youth Service Team & Juvenile Justice Program • Palau Community College • Ministry of Community & Cultural Affairs — Youth Service • Koror State Government — Koror State Youth Council • Labor Office

One of the major components of the Palau Education Master Plan is strong partnership between parent, community and school for the education of our children. In addition, it calls for a strong partnership between business and school in order to improve education program in the workforce. The educational leaders of the Palau believe that out-of-school youth and educationally disadvantaged adults must be identified and recruited to increase their level of educational achievement in academics and occupational education. In order for them to meet employers' expectations and be competent, employability skills, work skills and life skills must be taught.

Palau's Adult Education and Literacy program collaborate on many levels to bring seamless service delivery system to adult learners. Adult Education plays a critical role in Palau's workforce development system, and more importantly to the adult learners served, by providing opportunities for them to gain the educational skills necessary to transition to and succeed in postsecondary education, job training, better employment, and to reach out their full potential as family members, productive workers, and citizens.

The Palau Adult Education and Literacy Program, under the Palau Ministry of Education, continues to provide instruction services that are aligned with the following: ETS.HiSET.Testing, CASAS (Comprehensive Adult Student Assessment System), and ABE (Adult Basic Education)

All Adult Education Program instructors include certified classroom teachers and/or content specialists, who are mandated and required to attend professional development and technical assistance trainings, workshops, quarterly meetings, and the Ministry's annual convention.

In order to monitor and evaluate Adult Education Program activities for improvement and quality, the program's staff continue to monitor all currently enrolled, inactive students and students who have exited the program successfully. Collection of these data are used to ensure that students complete the program and succeed in transitioning into post-secondary education and/or into the workforce.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

The Ministry of Education (herein MOE) that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out—of—school youth and educationally disadvantaged adults become self—sufficient, successfully participate in the affairs of the community and to be more productive in the workforce.

The implementation and success of the adult education program includes involvement of the state governments and the schools at each site where the program is. MOE Adult Education program is also collaborating with different agencies and ministries to identify qualified clients for the program and in providing services as well. The collaborative efforts by the following offices have been successful in reaching out to our target group: • Belau Family, School and Community Association • Belau Employers and Educators Alliance • Ministry of Justice — Youth Service Team & Juvenile Justice Program • Palau Community College • Ministry of Community & Cultural Affairs — Youth Service • Koror State Government — Koror State Youth Council • Labor Office

Palau being a single state and local area with one Ministry of Education shall collaborate with Palau WIOA Office to perform outreach to instructors, students, and employers in the development and implementation of programs and services to meet the need of adult learners with learning disabilities.

F. ASSESSING QUALITY

As one of the core partners under the Workforce Innovations and Opportunity Act herein WIOA, Adult Education plays an integral role in the workforce development system by providing access to educational services for adult learners through collaborative partnership with WIOA Office that administers youth, adult, and dislocated worker program funds and workforce activities. Adult Education increases opportunity in the educational and workforce development of adults as workers, parents, and citizens. Recognizing that this program plays a critical role in adult attainment of a secondary diploma, it also further assists in the transition to postsecondary education and training the use of career pathways.

- Adult Education will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self—sufficiency; — Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families; — Assist English learners in improving their English and math proficiency; — Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re—entry into society. partners must: — Ensure that all Palauans have full access and direct connection to programs that work to address essential components of reading instruction and literacy; — Create affordable options for workers to obtain education, training, skills, including personal, soft, and basic skills, and financial literacy, necessary to secure and maintain self—sustaining employment, and — Develop opportunities for all Palauans to develop entrepreneurial skills and concepts while providing opportunities for connections with Palau business leaders.

Adult Education program will assist adults to become literate and obtain the knowledge and skills for employment and economic self—sufficiency. Workers and job seekers will have access

to basic skills instruction relevant to employment. Education will be provided in the context of industry—specific needs that will involve employers and be integrated with occupational skills training to achieve the best outcomes for participants. Programs will use career pathways, integrated education and training, and workforce preparation activities as assurances of excellent work—relevant instruction.

Adult Education and Family Literacy programs will be promoted through outreach and campaigns which include, but not limited to, initiatives including workplace programs, and career pathway development programs, by promoting research based practices and public and private sector partnerships to inform the public about adult education, literacy, and family literacy services.

The Ministry of Education’s Adult Education Office will:

- support efforts to increase enrollment and retention by urging programs to offer flexible schedules, support services and year-round programs in an environment that is age-appropriate settings. Technology shall be leveraged to improve teaching and learning of adults and make resources more accessible to our adult learners in rural and outlying communities. In recognition of the work and family demands of adult learners, Palau will work to expand distance education offerings. Adult educators will enrich teaching and learning in traditional classrooms by identifying, using or adapting, and assessing with appropriate and high-quality open education resources. Further recognizing that jobs may require digital literacy, Palau’s Adult Education and Literacy Program (AELP) will encourage and support the integration of digital literacy skills into all adult education and literacy activities. Professional development will explicitly address the teaching and assessment of digital literacy skills integrated appropriately into instruction in all content domains.
- educate students, parents, job seekers, teachers, counselors and administrators about local in-demand careers and prepare students for those careers.
- will also expand awareness of and access to adult learning opportunities to qualify for local in-demand careers.

Adult Education will assist in the transition to postsecondary education and training through the use of career pathways for work-relevant instruction. Career pathways will be developed to provide access to high-demand, significant employment and training services for adult learners.

- work to create stronger linkages with employers in partnership with other core program in Palau, the Youth, Adult, and Dislocated Worker programs under the WIOA Office. Emphasis shall be made for work-based learning and career opportunities, such as mentoring, internships, as well as on the job training. Work-based learning will move Palau’s workforce system to a more demand-driven system through the development of industry-based partnerships with the Belau Employers and Educators Alliance, the Palau Chamber of Commerce, the National and State Governments, and including other community based organizations and employers.
- apply the performance targets established in the state plan to the local programs for monitoring, assessment, and evaluation purposes and will further apply an additional performance measure: the number of outcomes achieved per student; the outcomes are those addressed in the performance measures: employment in the second and fourth quarters after exit, attainment of a secondary or postsecondary credential, and demonstration of a measureable skill gain. The numerator for this performance measure is the unduplicated number of successful outcomes an agency has for all of its enrolled students. The denominator is the unduplicated number of enrolled students in the agency.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

APPLICANT'S ORGANIZATION	Enter information in this column
Name of Organization	Palau Ministry of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column
First Name	Sinton

APPLICANT'S ORGANIZATION	Enter information in this column
Last Name	Soalablai
Title	Minister
Email	ssoalablai@palaumoe.net

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

The Palau Ministry of Education (hereafter referred to as “MOE”) is solely responsible for the administration and implementation of adult education activities in Palau aimed at developing educated and skilled workers for Palau. The overall goal of Palau Combined State Plan for Adult skills requisite for productive employment and effective citizenship. The Plan aims to expand and improve the current system of delivering adult education services to improve the out of school youth and educationally disadvantaged adults to achieve their high school diploma, pursue their education in postsecondary education; earn employability skills and life skills that will enable them into planned dynamic and cooperative lives and become productive citizens of Palau.

The Palau Education Master Plan[1] states. “The Republic of Palau Ministry of Education, in partnership with students, parents, and the community, is to ensure student success through effective curriculum and instruction in a conducive learning environment.” As the MOE mission states, the MOE needs partnership with students, parents, and the community to accomplish the goal of ensuring students success. The implementation and success of the adult education program includes involvement of the state governments and the schools at each site where the program is. MOE Adult Education program is also collaborating with different agencies and ministries to identify qualified clients for the program and in providing services as well. The collaborative efforts by the following offices have been successful in reaching out to our target group:

- Belau Family, School, and Community Association
- Belau Employers and Educators Alliance
- Ministry of Justice - Juvenile Justice Program & Division of Labor Services
- Palau Community College – Continuing Technology Education (CTE) and Adult High School Program (PCC AHS)
- Ministry of Community & Cultural Affairs– Palau National Youth Congress & Job Corp.
- Koror State Government – Koror State Youth Council

The Ministry of Education (herein MOEO that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out-of-school youth and educationally disadvantaged adults become self-sufficient, successfully participate in the affairs of the community and to be more productive in the workforce.

One of the major components of the Palau Education Master Plan is strong partnership between parent, community and school for the education of our children. In addition, it calls for a strong partnership between business and school in order to improve education program in the workforce.

The educational leaders of the Palau believe that out-of-school youth and educationally disadvantaged adults must be identified and recruited to increase their level of educational achievement in academics and occupational education. In order for them to meet employers' expectations and to be competent, employability skills, work skills and life skills must be taught.

Palau's Adult Education and Literacy program is eager to collaborate on many levels to bring seamless service delivery system to adult learners. Adult Education plays a critical role in Palau's workforce development system, and more importantly to the adult learners served, by providing opportunities for them to gain the educational skills necessary to transition to and succeed in post-secondary education, job training, better employment, and to reach their full potential as family members, productive workers, and citizens.

[1] Education Master Plan, 2017-2027

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	52.0	52.0	52.0	52.0
Employment (Fourth Quarter After Exit)	50.0	50.0	50.0	50.0
Median Earnings (Second Quarter After Exit)	1,820.00	1,820.00	1,820.00	1,820.00
Credential Attainment Rate	42.0	42.0	42.0	42.0
Measurable Skill Gains	50.0	50.0	50.0	50.0
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

Palau does not receive Vocational Rehabilitation Funding

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

Not applicable to Palau

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

Not applicable to Palau

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Not applicable to Palau

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Not applicable to Palau

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable to Palau

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Not applicable to Palau

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Not applicable to Palau

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

Not applicable to Palau

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Not applicable to Palau

5. STATE USE CONTRACTING PROGRAMS.

Not applicable to Palau

D. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

Not applicable to Palau

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

Not applicable to Palau

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Not applicable to Palau

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Not applicable to Palau

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Not applicable to Palau under VR program but the Ministry of Education does serve special education students and they have transition programs with secondary education.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Not applicable to Palau

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Not applicable to Palau

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

Not applicable to Palau

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Not applicable to Palau

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

Not applicable to Palau

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

Not applicable to Palau

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

Not applicable to Palau

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

Not applicable to Palau

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

Not applicable to Palau

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

Not applicable to Palau

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Not applicable to Palau

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

Not applicable to Palau

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Not applicable to Palau

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Not applicable to Palau

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Not applicable to Palau

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

Not applicable to Palau

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

Not applicable to Palau

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Not applicable to Palau

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Not applicable to Palau

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Not applicable to Palau

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Not applicable to Palau

B. WHO ARE MINORITIES;

Not applicable to Palau

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Not applicable to Palau

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Not applicable to Palau

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Not applicable to Palau

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Not applicable to Palau

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Does not apply to Palau

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

Not applicable to Palau

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Not applicable to Palau

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Not applicable to Palau

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

Not applicable to Palau

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Not applicable to Palau

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

Not applicable to Palau

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Not applicable to Palau

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Not applicable to Palau

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

Not applicable to Palau

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Does not apply to Palau

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Does not apply to Palau

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION.
IF SO, DESCRIBE:

- A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

Not applicable to Palau

- B. THE JUSTIFICATION FOR THE ORDER

Does not apply to Palau

- C. THE SERVICE AND OUTCOME GOALS

Does not apply to Palau

- D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

Does not apply to Palau

- E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Does not apply to Palau

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Does not apply to Palau

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Not applicable to Palau

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

- A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

Does not apply to Palau

- B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Does not apply to Palau

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

Does not apply to Palau

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

Not applicable to Palau

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

No VR in Palau and does not apply

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

Does not apply to Palau

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

Not applicable

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

Performance Measures for Palau is for Title I Adult, Dislocated Workers, and Youth and Title I Adult Education and Literacy Program, the only core programs in Palau.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

Not applicable

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Not applicable

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Not applicable to Palau

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Does not apply to Palau

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Does not apply to Palau

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Does not apply to Palau

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Does not apply to Palau

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Not applicable

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

Not applicable to Palau

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Not applicable to Palau

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Not applicable to Palau

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Not applicable to Palau

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Not applicable to Palau

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT

ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Not applicable to Palau

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Not applicable to Palau

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Not applicable to Palau

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	[Enter name here]
Title of Signatory	[Enter title here]

Signatory information	Enter Signatory information in this column
Date Signed	[Enter date here]

DOES NOT APPLY TO PALAU

ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	No
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR	No

The State Plan must include	Include
services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a	

The State Plan must include	Include
community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	

The State Plan must include	Include
7. Provision of Supported Employment Services:	No
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

All WIOA Core Programs

Performance Indicators and Expected Level Negotiation is scheduled for latter part of April.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ "Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

ADDITIONAL INDICATORS OF PERFORMANCE

Additional Indicators of Performance
Not available until after Performance Negotiation set for latter part of April, 2020.

OTHER APPENDICES

There are no other appendices to this plan